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Canada

THE UNIVERSITY OF ALBERTA

SCHOOL CLIMATE IN UKRAINIAN BILINGUAL PROGRAM SCHOOLS

BY

TERRY MUCHA

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1989

RLA Rensis Likert Associates, Inc.
Consultants in Organization Diagnosis and Human Resource Development

March 7, 1989

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DATE: October 5, 1989.

DEDICATION

This thesis is dedicated to the memory of my paternal grandparents, John and Suzanna Mucha, whose support was paramount in the initiation and completion of this educational endeavour.

ABSTRACT

The purpose of this study was to examine school climate, staff cohesiveness and morale in Ukrainian bilingual program schools. The study examined the extent to which schools with Ukrainian bilingual programs in single-track, dual-track or triple-track schools have positive climates, and the relationship of climate to leadership style.

The primary instrument used in the study was an adapted version of the Profile of a School, (POS) Staff Questionnaire originally developed by Rensis Likert Associates, Inc. Four open-ended questions requested perceptions of staff cohesiveness and morale, suggestions for improvement in this area, and the benefits and weaknesses of having the Ukrainian bilingual program in the school. Interviews were conducted with the principals to check the statements made in the questionnaires.

According to the data presented, the six Ukrainian bilingual program schools had positive school climates. Five of the six schools were perceived to be functioning at the System 4 level of leadership, as defined in Likert's Systems Management Theory. Although the six schools were perceived to have had positive school climates, one of the schools had difficulties in staff cohesiveness and a resulting low morale.

In most of the schools having positive school climates, principals perceived the characteristics of the staff members as having been the contributing factor. Although the Ukrainian bilingual program was perceived by the teachers and principals to

have had benefits and weaknesses, the program was not considered to have affected school climate positively or negatively.

The major strengths associated with having a Ukrainian bilingual program in the six schools included fostering an understanding and tolerance of another culture among students, preserving the Ukrainian language, culture and traditions, increasing the school's enrolment, increasing parental involvement, and providing an academic challenge for the students.

Some of the weaknesses associated with having the Ukrainian bilingual program in these schools were the great demands placed on teachers in terms of lack of resources and an increased commitment of time. In addition, the staffs and students were perceived to have been segregated in some of the schools.

Implications for administrators of Ukrainian bilingual program schools were explored. Among these were the need to provide, or continue to provide all staff members with positive reinforcement.

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TABLE OF CONTENTS

Chapter		Page
1	PURPOSE AND RATIONALE	1
	Introduction	1
	Statement of the Problem	3
	Significance of the Problem	4
	Delimitations	5
	Limitations	5
	Definition of Terms	6
	School Climate	6
	Ukrainian bilingual program	6
	Single-track school	6
	Dual-track school	6
	Triple-track school	6
	Likert's Systems 1 - 5	7
	System 1	7
	System 2	7
	System 3	7
	System 4	7
	System 5	8
	Summary of Chapter 1	8
2	RELATED LITERATURE	9
	School Climate	9
	Leadership and School Effectiveness	12
	Staff Collegiality and Cohesiveness	14
	The Human Resources Model: System 4	15

Summary of Chapter 2..... 18

3 METHODOLOGY OF THE STUDY..... 20

Introduction..... 20

Sample Selection..... 20

Pilot Study..... 20

Data Collection..... 21

Timing of Data Collection..... 22

Selection and Development of the Instrument..... 22

Data Analysis Procedures..... 25

Reliability and Validity..... 27

Reliability..... 27

Validity..... 28

Summary of Chapter 3..... 28

4 STUDY FINDINGS..... 30

Introduction..... 30

Study Findings for School 1..... 31

Descriptive Information - School 1..... 31

Questionnaire Data - School 1..... 31

Questionnaire Data Analysis - School 1..... 34

Analysis of the Open-Ended Responses..... 34

Cohesiveness and Morale..... 35

Perceptions of Cohesiveness and Morale - School 1. 35

Proposed Changes to Improve Cohesiveness and Morale School 1..... 35

Benefits and Weaknesses of the Ukrainian Bilingual Program..... 36

Benefits of the Ukrainian Bilingual Program - School 1..... 36
Weaknesses of the Ukrainian Bilingual Program - School 1..... 36
The Interview - School 1..... 37
Summary of Findings for School 1..... 38
Study Findings for School 2..... 39
Descriptive Information - School 2..... 39
Questionnaire Data - School 2..... 40
Questionnaire Data Analysis - School 2..... 40
Analysis of the Open-Ended Responses..... 44
Cohesiveness and Morale..... 44
Perceptions of Cohesiveness and Morale - School 2.. 44
Proposed Changes to Improve Cohesiveness and Morale - School 2..... 45
Benefits and Weaknesses of the Ukrainian Bilingual Program..... 46
Benefits of the Ukrainian Bilingual Program - School 2..... 46
Weaknesses of the Ukrainian Bilingual Program - School 2..... 46
The Interview - School 2..... 47
Summary of Findings for School 2..... 49
Study Findings for School 3..... 49
Descriptive Information - School 3..... 49

Questionnaire Data - School 3..... 50
Questionnaire Data Analysis - School 3..... 50
Analysis of the Open-Ended Responses..... 53
Cohesiveness and Morale..... 54
Perceptions of Cohesiveness and Morale - School 3.. 54
Proposed Changes to Improve Cohesiveness and Morale - School 3..... 55
Benefits and Weaknesses of the Ukrainian Bilingual Program..... 56
Benefits of the Ukrainian Bilingual Program - School 3..... 56
Weaknesses of the Ukrainian Bilingual Program - School 3..... 56
The Interview - School 3..... 58
Summary of Findings for School 3..... 60
Study Findings for School 4..... 60
Descriptive Information - School 4..... 60
Questionnaire Data - School 4..... 61
Questionnaire Data Analysis - School 4..... 61
Analysis of the Open-Ended Responses..... 65
Cohesiveness and Morale..... 65
Perceptions of Cohesiveness and Morale - School 4.. 65
Proposed Changes to Improve Cohesiveness and Morale - School 4..... 66

Benefits and Weaknesses of the Ukrainian Bilingual Program..... 67
Benefits of the Ukrainian Bilingual Program - School 4..... 67
Weaknesses of the Ukrainian Bilingual Program - School 4..... 67
The Interview - School 4..... 68
Summary of Findings for School 4..... 71
Study Findings for School 5..... 72
Descriptive Information - School 5..... 72
Questionnaire Data - School 5..... 73
Questionnaire Data Analysis - School 5..... 73
Analysis of the Open-Ended Responses..... 77
Cohesiveness and Morale..... 78
Perceptions of Cohesiveness and Morale - School 5.. 78
Proposed Changes to Improve Cohesiveness and Morale - School 5..... 78
Benefits and Weaknesses of the Ukrainian Bilingual Program..... 79
Benefits of the Ukrainian Bilingual Program - School 5..... 79
Weaknesses of the Ukrainian Bilingual Program - School 5. 80
The Interview - School 5..... 80
Summary of Findings for School 5..... 83
Study Findings for School 6..... 83

Descriptive Information - School 6..... 83
Questionnaire Data - School 6..... 84
Questionnaire Data Analysis - School 6..... 84
Analysis of the Open-Ended Responses..... 88
Cohesiveness and Morale..... 89
Perceptions of Cohesiveness and Morale - School 6.. 89
Proposed Changes to Improve Cohesiveness and Morale - School 6..... 89
Benefits and Weaknesses of the Ukrainian Bilingual Program..... 90
Benefits of the Ukrainian Bilingual Program - School 6..... 90
Weaknesses of the Ukrainian Bilingual Program - School 6..... 91
The Interview - School 6..... 91
Summary of Findings for School 6..... 96
Summary of Chapter 4..... 97
5 COMPARISON OF THE SIX SCHOOLS..... 99
Introduction..... 99
Comparison of the Questionnaire Data..... 99
Comparison of the Open-Ended Responses.....101
Comparison of the Interview Responses.....112
Summary of Chapter 5.....117
6 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 120
Statement of Problem.....120
Study Methodology.....120

Findings of the Study.....121
Conclusions.....124
Recommendations.....125
Recommendations for District Administrators.....126
Recommendations for School Principals.....127
Recommendations for Further Research.....128
REFERENCES.....130
APPENDIX A: Copyright Permission Letter for use of POS.....133
APPENDIX B: Questionnaire Cover letter.....135
APPENDIX C: Profile of a School Staff Questionnaire.....137
APPENDIX D: Interview Questions.....146
APPENDIX E: School and Department Profiles for Each of the Six Schools.....148

LIST OF TABLES

Table Page

3.1 Questionnaire Response Rate by School..... 23

4.1 Fixed Item Response Means for School 1..... 32

4.2 Pictorial Representation of Department Profiles for School 2.. 41

4.3 Pictorial Representation of Department Profiles for School 3.. 51

4.4 Pictorial Representation of Department Profiles for School 4.. 62

4.5 Pictorial Representation of Department Profiles for School 5.. 74

4.6 Pictorial Representation of Department Profiles for School 6.. 85

5.1 Number of Open-Ended Respondents by School.....108

5.2 Number of Open-Ended Responses by School.....109

A.1 School and Department Profiles for School 1.....149

A.2 School and Department Profiles for School 2.....151

A.3 School and Department Profiles for School 3.....153

A.4 School and Department Profiles for School 4.....155

A.5 School and Department Profiles for School 5.....157

A.6 School and Department Profiles for School 6.....159

LIST OF FIGURES

Figure Page

5.1 Profile of School 1.....102

5.2 Profile of School 2.....103

5.3 Profile of School 3.....104

5.4 Profile of School 4.....105

5.5 Profile of School 5.....106

5.6 Profile of School 6.....107

Chapter 1

PURPOSE AND RATIONALE

Introduction

Staff cohesiveness as a variable of school climate appears not to have been researched in Ukrainian bilingual program elementary schools. An administrator in this type of school encounters special conditions in terms of the faculty, needs and educational needs of the students. Although the Ukrainian bilingual program had been in operation in Alberta since 1974, in many ways it was still in the developmental stages. Administrators holding responsibility for these programs are probably aware of the impact of school climate on effectiveness of these schools, but they should also be cognizant of the distinguishing features of and possible difficulties within Ukrainian bilingual program schools.

The Ukrainian bilingual program was introduced to the province through the efforts of the Edmonton Catholic and Public School Boards, the Ukrainian Canadian Committee, the Ukrainian Professional and Business Club of Edmonton and the Government of Alberta. Alberta Regulation 74/79 allows the use of a language other than English or French to a maximum of 50% of the school day. Six school jurisdictions have taken advantage of this legislation and implemented Ukrainian bilingual programs.

In order to enhance Ukrainian language acquisition at the elementary level, social studies, health, art, physical education, music and religion, as well as Ukrainian language arts, are taught

in Ukrainian. The enrolment in Alberta at the time of this study was approximately 1,500 students.

Alberta's Department of Education and the Edmonton Public and Catholic School Boards have developed student materials for instruction in Ukrainian. The ACCESS Network has produced a number of video and audio cassettes to accompany or enhance existing materials. Possibilities for interprovincial cooperation and community participation in the production of Ukrainian language learning resources have been explored. Both the Manitoba Department of Education and the Ukrainian Language Education Centre at the University of Alberta became involved with Alberta's Department of Education in producing new learning resources for Ukrainian Language Arts.

Bursaries were available for the Ukrainian language and professional development of teachers and administrators engaged in teaching Ukrainian. Summer courses for teachers have been available at the University of Alberta, at the University of Saskatchewan and in the city of Kiev, U.S.S.R. The Northern Alberta Ukrainian Teachers' Association, a specialist council of the Alberta Teachers' Association, was formed to meet the needs of Ukrainian teachers.

The Alberta Parents for Ukrainian Education (APUE), a provincial umbrella organization representing the various parental groups involved in the Ukrainian Bilingual Program, were primarily involved in program recruitment and diffusion.

Although studies have been conducted on student language

acquisition (Sembaliuk, 1979), and on the parental expectations of the curriculum (Eliuk, 1983), and an evaluation done of the Ukrainian bilingual program (Ewanyshyn, 1978), school climate and administration in Ukrainian bilingual program schools have not been researched.

School climate is an integral aspect of any school. In Sergiovanni's words, "Climate not only indicates the quality of life in a school but also influences that school's capacity to change; the work habits and operating styles of principals, teachers, and students; and, ultimately, the quality of teaching and learning" (1987, p. 259). Hoy and Miskel concur with this general description in stating, "School climate is a set of internal characteristics that distinguish one school from another and influence the behaviour of its members" (1987, p. 225). It is evident from these two descriptions that the absence of a cohesive staff and positive school climate can cause specific difficulties for administrators and could have negative consequences for the effectiveness of their schools.

Statement of the Problem

The purpose of this study was to examine school climate, staff cohesiveness, and staff morale in Ukrainian bilingual program schools. This study attempted to ascertain the extent to which Ukrainian bilingual program schools have positive climates, and the relationship between school climate and the Likert System or level of leadership. In determining the System, the four categories of climate, leadership, intervening variables, and end

results were explored. The strengths and weaknesses of the Ukrainian bilingual program were investigated to determine whether the program itself affected the school climate. The implications of this study provided recommendations which could assist district and school administrators of single-track, dual-track, or triple-track Ukrainian bilingual program schools.

Significance of the Problem

Collegiality and staff cohesiveness are essential in a single-track, dual-track, or triple-track school. The researcher was a Ukrainian bilingual program teacher with the Edmonton Catholic School District for eight years. In her experience, the teachers in this program must spend an inordinate amount of time on preparation due to the relatively insufficient amount of materials and units available to them. A comprehensive program of studies is not yet available to the teachers of Ukrainian and therefore longitudinal planning is essential. These same teachers are also responsible for the coordination of cultural activities such as Easter egg decorating or pysanka making, Ukrainian related field trips, Ukrainian folk dance lessons, celebrations of traditional rituals which include: Christmas Eve Dinner, harvest or obzhynky, the blessing of Easter baskets or pussy willows, a grade six graduation, and other activities which are requested by the parents, district administrators, program consultants, community, or church.

Administrators in schools having second-language programs may face a unique set of challenges due to the nature of these

programs. Although school climate has been studied, no study was located of the climate in bilingual program schools. The lack of studies on this topic suggested a need for this research. It was hoped that the findings of this study would benefit Ukrainian bilingual programs in Alberta, Saskatchewan, Manitoba and elsewhere. Administrators in schools having other bilingual or immersion programs may also see the relevance of the findings for their specific circumstances.

Delimitations

This study was delimited to the seven elementary Ukrainian bilingual programs in Alberta's single-track, dual-track, and triple-track schools.

A second delimitation concerned the time span of the study which was the school year 1988-89.

Limitations

Although an effort was made to corroborate statements made, a major limitation of the study was the heavy reliance on perceptual data and teachers' and administrators' recollections of the past. An additional limitation was the instrument itself which had fixed response items.

Although the researcher worked with virtually a total population of this type of school in Alberta, the number of respondents from each department was small. The failure of teachers to complete their questionnaires was another limitation. The small number of respondents, potential and actual, for several of the schools created difficulties at the statistical analysis

stage. This imposed another limitation on the study.

Definition of Terms

The following terms warrant explicit definition because of their extensive use throughout the study:

School climate: In the context of this study school climate refers to teachers' perceptions of the general work environment of the school; it is influenced by the formal organization, informal organization, personalities of participants, and organizational leadership. "Personality is to an individual as climate is to an organization" (Halpin & Croft, as cited in Letal & Kissel, p. 5).

Ukrainian bilingual program: The Ukrainian bilingual program is a partial immersion program. The core, or basic subjects are taught in English. In this program the students continue to develop English language skills and learn Ukrainian for up to 50% of the school day.

Single-track school: Single-track schools are schools in which one program is being offered. In this study one school offered only a Ukrainian bilingual program.

Dual-track school: Dual-track schools are schools in which two distinct programs are being offered. In the present study these were schools offering an English program and a Ukrainian bilingual program.

Triple-track school: Triple-track refers to schools which offer the French immersion program in addition to the aforementioned programs.

Likert's Systems 1-5: In addition to the previously mentioned definitions, a brief explanation of Likert's five systems of management is necessary to facilitate an understanding of the parameters of this study.

System 1: System 1 is an exploitative, authoritarian model; the most autocratic. This system uses fear and threats; communication is downward and decision-making is made at the top of the organization. Mistrust is prevalent and there is little motivation among subordinates.

System 2: System 2 is a benevolent authoritarian model where management uses rewards. The attitudes are subservient to superiors. Practically no lateral communication exists and what little upward communication exists is often distorted and filtered.

System 3: System 3 is the consultative type where broad policy is determined at the top and more specific decisions are made at lower levels. Practically no reliance is placed upon fear or coercion as motivational forces, and most major motive sources inherent in the individual are more generally in use.

System 4: System 4 is the most democratic as it is a participative group model. Decision making is accomplished throughout the organization through group processes. Communication is multi-directional and is accurate. This system taps all of the major positive motive sources, including motivational forces which arise from group processes. Little use is made of fear or coercion and as a result, attitudes are quite

favourable.

System 5: System 5 is the organization of the future where the authority of hierarchy will completely disappear. The authority of individuals will derive only from their linking-pin roles and from the influence exerted by the overlapping groups of which they are members. This system will shift the responsibility to the group making it accountable to the entire organization. The new system will be a more sophisticated, evolved model. It will leave the responsibility of decision making to a higher group rather than to one individual.

Summary of Chapter 1

The Ukrainian bilingual program has been in Alberta's schools since 1974. This study is based on the perceived school climate, level of leadership, staff cohesiveness, and morale in this type of school. No prior studies had been located on this particular topic.

This study is delimited to seven Ukrainian bilingual program schools over one school year. Among the limitations of the study was the reliance on perceptual data.

The approach used to assess school climate in these Ukrainian bilingual program schools was Rensis Likert's Management System. The main instrument was POS, Staff Questionnaire.

Chapter 2

RELATED LITERATURE

The review of the related literature is presented under four major headings to provide a broad perspective of the multifarious subject school climate. The first section provides a general overview of the manner in which school climate has been conceptualized and studied. The second examines the various aspects or variables of leadership and school effectiveness chosen for this study as being related to school climate. The third section focuses on staff collegiality and cohesiveness and their relationship to climate. Specifically, the leadership of the principal in effective schools and cohesiveness and collegiality of the school staff are explored. The final portion of this chapter integrates these and other variables in terms of Rensis Likert's Systems Management research.

School Climate

Because school climate has been studied with numerous variables, theories, methodologies, and models the body of research is not easily defined. Anderson for example, based her analysis on over 200 references to draw conclusions about common findings. "The debate about school climate is tied to differences among researchers in theory base, variables to study (and hypothesized interrelationships), unit of measurement choices, and the validity of subjective and qualitative data (based on participant or observer perception)" (1982, p. 368).

As early as 1955 a concept of organizational climate was

described by Cornell. He defined climate as "...a delicate blending of interpretations...by persons in the organizations of their jobs or roles in relationship to others and their interpretations of roles of others in the organization" (as cited in Letal & Kissel, 1988, p. 5). This view may be as applicable to a school as to any other type of organization.

Owens acknowledges the work of others and concludes that organizational climate is "...the study of perceptions that individuals have of various aspects of the environment in the organization" (his emphasis, 1987, p.168).

Hoy and Miskel concur with Owens and others as they also describe organizational climate as a concept that refers to teachers' perceptions of the general work environment of the school. "Put simply, the set of internal characteristics that distinguishes one school from another and influences the behaviour of its members is the organizational climate of the school" (Hoy & Miskel, 1987, p. 225). They also illustrate that "...the climate of a school may roughly be conceived as the personality of the school; that is, personality is to individual as climate is to organization."

Halpin and Croft were the first to have coined the personality analogy as they pioneered the field of educational organizational climate or school climate. They identified six basic school climates through their mapping of profiles for each of the seventy-one elementary schools surveyed. Using the eight dimensions of the Organizational Climate Description Questionnaire

(OCDQ), they found that a school could be placed into one of the six following classifications: open, autonomous, controlled, familiar, paternal, or closed.

In a definition of school climate, Kelley proposed that it refers "...to prevailing or normative conditions which are relatively enduring over time and which can be used to distinguish one environment from another" (1980, p. 2). He also infers that climate is determined by the perceptions of the persons who work or know that particular environment.

Tagiuri (1968) defined climate and atmosphere as summary concepts dealing with the total environmental quality within an organization (as cited in Anderson, 1982, p. 2). According to Tagiuri, "dimensions of environment include its ecology (the physical and material aspects), its milieu (the social dimension concerned with the patterned relationships of persons and groups), and its culture (the social dimension concerned with belief systems, values, cognitive structures, and meaning)" (as cited in Anderson, 1982, p.369).

Anderson also mentions that "schools do possess something called climate, unique to each organization (Kalis, 1980; Owens, 1970; Sinclair, 1970); such differences while discernable, are elusive, complex, and difficult to describe and measure (Cusick, 1973; Rutter et el., 1979; Tye, 1974; Weber, 1971) ...climate affects many student outcomes, including cognitive and affective behaviour" (Barker, 1963; Brookover et al., 1978; Duke & Perry, 1978; Weber, 1971)(as cited in Anderson, 1982, pp. 370-371).

Leadership and School Effectiveness

The effective schools literature demonstrates that the leadership of the school principal is critical in the success of a school. Educational leadership is "...not a mystical attribute but a set of attitudes, activities, and behaviours ... which inspire others to effective group efforts" (Mackenzie, 1983, as cited in Duignan, 1986, p. 66).

"School climate has obvious implications for improving the quality of work life for those who work in schools" (Sergiovanni, 1987, p. 260). Sergiovanni and Starratt describe a highly effective school work group as one that:

> (a) members perceive as supportive and that builds and maintains their sense of personal worth, (b) has high performance goals that are consistent with those of the school and/or the profession, (c) uses group decision making, and (d) is linked to other school groups through multiple and overlapping group structures. (1983, p.63).

Based on several researchers' work, Duignan lists the following activities that constitute effective leadership: "setting an atmosphere of order, discipline and purpose (Mackenzie, 1983; Purkey & Smith, 1983; Murphy, Well & Mitman, 1985), creating a climate of high expectations for staff and students (Persell & Cookson, 1982), encouraging collegial and collaborative relationships and building commitment among staff and students to the school's goals (Duignan & Johnson, 1984; Purkey & Smith, 1983), facilitating teachers in spending maximum time on direct instruction (Purkey & Smith, 1983), encouraging staff development and evaluation (Mackenzie, 1983), and being a dynamic instructional leader" (Persell & Cookson, 1982; Mackenzie,

1983)(as cited in Duignan, 1986, p. 67).

Sergiovanni explains that climate should be considered as a process variable and should not be confused with school effectiveness itself. The following passage from his book on the principalship illustrates that:

> Climate conceived psychologically as the shared perceptions of organizational life in the school is a concept related primarily to the human leadership force. Climates are largely built, shaped and channeled as a result of effective interpersonal leadership by the principal. School improvement and enhanced effectiveness are products of the proper channeling of this potential to act. Sound educational leadership provides the necessary know how and direction (1987, p. 262)

Persell and Cookson identified the recurrent behaviours that effective principals demonstrate, in the book The Effective Principal (1982). After reviewing 75 research studies and reports, they concluded that the nine behaviours involve:

(a) demonstrating a commitment to academic goals
(b) creating a climate of high expectations
(c) functioning as an instructional leader
(d) being a forceful and dynamic leader
(e) consulting effectively with others
(f) creating order and discipline
(g) marshalling resources
(h) using time well
(i) evaluating results (1982, p.22).

Although each of the aforementioned behaviours has implications for administrators, staff cohesiveness (which is included in 'creating order and discipline') is paramount for this particular study. Hargrove, Graham, Ward, Abernethy, Cunningham, and Vaughn (1981) also report that collegiality among teachers may be facilitated by efficient administrators. "Effective principals help to provide a climate for the personal and professional growth

of their teachers" (Doll, as cited in Persell & Cookson, 1982, p.25)

Little (1982) concurs with the Hargrove et al statement and further reports that there are a number of ways that principals can facilitate the collegiality and instructional success of teachers. One way is to be a role model for the norms which are supported by the principal, another is to be clear about expectations for teachers.

Staff Collegiality and Cohesiveness

The literature on effective schools indicates that it is important for administrators to facilitate staff collegiality and cohesiveness. The results are beneficial to the students which ultimately promote quality in the total educational undertaking. Rosenholtz reports that successful schools are identified by "...patterned norms of collegiality among staff. Underlying collaborative norms is the expectation that teaching is a collective rather than an individual undertaking" (1985, p. 365).

There are several characteristics or essential elements which are key to a collaborative staff. As previously mentioned, school climate is malleable and directly influenced by the principal. A principal should then recruit like-minded staff. Rosenholtz states that "...effective principals [should] recruit and attract teachers who accept and share the prevailing standards and values of the faculty, with the goals of the school serving as focal points around which decisions are made" (1985, p.361).

Participative decision making with regard to the school's

goals is an essential element which promotes staff cohesiveness. Teachers' commitment is gained when the leadership is shared as they have a stake in the decisions that ultimately affect them. Duignan (1986) explains that decisions referring to the social organization of the school relate to the procedures, rules, specific structures, and regulations that will assist in achieving a positive culture. These decisions should be made with considerable input from the teachers to facilitate collegial relationships and staff cohesiveness.

Good communication is another essential element in creating and maintaining cooperation and a cohesive staff. Kent explains that "concerted efforts to maintain good communication with exchange of ideas flowing freely will help to enhance collaboration" (1987, p.55). Little (1982) concurs with Kent as she lists six technical skills and social principles which enhance mutual trust of reciprocity of exchange of knowledge and willingness which assist relationships in becoming productive.

The Human Resources Model: System 4

Competent leadership, staff cohesiveness and collegiality, and good morale are all elements of an effective school. These are also components of Rensis Likert's human resources model: System 4. This section deals with the variables and manner in which a school can operate effectively under this type of administration.

Likert and Likert (1980) report several findings from research based on their Systems Management Theory. The

effectiveness of the System 4 Model has been shown using the Profile of a School (POS) as a survey instrument. Likert and Likert mention that "These questionnaires are designed to measure those variables that are most important either in determining the performance of that unit or in reflecting its current internal state" (1980, p. 53). The three groups of variables are measured by an index that is based on the mean of the two or three items in the questionnaire. The three types of variables include: (a) causal; (b) intervening or mediating; (c) end-results.

Rensis Likert's management research introduced into practice the idea that "...principals and other school administrators need to focus not only on 'end result' effectiveness indicators of their policies, actions, and decisions but on the 'mediating' indicators as well" (Likert, as cited in Sergiovanni, 1987, p.263).

The literature has shown that consequences for school effectiveness are motivated by school principals. Sergiovanni (1987) explains that according to Likert's theory, school policies, standard operating procedures, and accompanying administrative actions and decisions influence how teachers, students and others perceive and feel, the attitudes and values they share, the trust and support binding them together, and the degree to which they are motivated to work and are committed to school goals and purposes. "It is these mediating indicators, shared sentiments of the school's human organization that in turn influence school effectiveness" (Sergiovanni, 1987, p.265).

Other findings discovered by using the POS, have direct implications for administrators. For instance, Belasco (1973) stated that "... a System 4 style of administration yields superior educational performance" (as cited in Likert & Likert, 1980, p.51). In the same publication, Miller (1970) contends that under this administration style, the motivation of students and teachers is higher, the attitudes toward the institution are more favourable and the commitment is greater, there is less frustration of students and teachers as measured by the difference between the extent to which they expect to be involved in decisions affecting them, the confidence and trust among persons in the school is greater, and communication is better in all directions.

In Conversation...with Rensis Likert (Dowling, 1973, p. 47), the theorist states that "Effective group problem-solving is a highly sophisticated skill that calls for a lot of learning. System 4 calls for learning more complex skills of leadership, more complex skills of interacting, and more complex skills of problem-solving...." He concludes that "...the employees are more satisfied, they're healthier, labour relations are a lot better - it's just a sweeter, better operation."

An explanation of the new System 5 is given in the same conversation. Likert reveals that the System 4 management style supports the significance of the administrator's authority. It is his/her responsibility to ensure that action is taken with regard to agreement in decision making. System 5 will dispose of the

hierarchical authority of one person. The alternative system will be an authority of relationships. This system will shift responsibility to the group, making it accountable to the entire organization. The new System will be a more sophisticated, evolved model. In Likert & Likert's New Ways of Managing Conflict (1976), System 5 is explained. "The authority of supervisors will be derived from their linking-pin roles, from the influence exerted by the groups of which they are members, and from the larger organizational entities that they help link" (p.33).

Summary of Chapter 2

Climate is considered to be an ambiguous term, therefore the following definition will be used for the purposes of this study. School climate refers to the teachers' perceptions of the general work environment. Using an analogy one could say that climate is to an organization as personality is to an individual. Some of the factors that influence this climate include: communication, decision making, coordination, influence, goal commitment and emphasis, support, team building, work facilitation, conflict resolution, trust and openness with administrator, peer relationships, educational excellence, encouragement of participation, and job performance and satisfaction.

Although several variables affect school climate, leadership in effective schools has been shown to be one of the most significant factors. To ensure that a school is operating effectively, a principal is responsible for consulting effectively with others, defining clear goals and expectations, providing the

opportunity for participative decision making, encouraging collegial and collaborative relationships, being a dynamic instructional leader, using time well, creating order and discipline, and evaluating results.

These responsibilities of the principal are also outlined in Rensis Likert's Systems Management approach. The use of the Profile of a School (POS) as a survey instrument can assist an administrator in determining perceptions of the manner in which the school is functioning. Changes may be implemented over time, toward reaching an optimum System 5 level of leadership once the analysis of the school has been completed.

Chapter 3

METHODOLOGY OF THE STUDY

Introduction

This chapter explains the methodology including sample selection, pilot study, data collection procedures, timing of data collection, selection and development of the instrument, data analysis procedures, and reliability and validity of the instrument. A description of the open-ended questions and the interview procedure is also reported.

Sample Selection

This study included most of the elementary Ukrainian bilingual program schools in Alberta which provided instruction in Ukrainian up to 50% of the day. Of the six schools in Edmonton, one was in the process of phasing out its program and had only 15 students and one teacher remaining. This school was excluded from the study. The remaining five schools in Edmonton and the one in Sherwood Park were examined. One of the two bilingual programs operating in Vegreville, Alberta was selected to pilot test the Profile of a School (POS), Staff Questionnaire instrument.

Pilot Study

A pilot study had been conducted to refine the procedures, "such as instrument administration and scoring routines, and in trying out analysis techniques" (Gay, 1987, p. 90). Once the teachers in the pilot school had completed the questionnaires, the data were analyzed, the findings recorded, and the necessary adaptations made to the questionnaire. An interview was not

conducted with the principal.

As a result of the analysis of the data collected in the pilot study, two fixed response item questions were added to the POS. The data provided by the pilot study were analyzed to determine the appropriate statistical methodology for this study.

Data Collection

Approval to proceed with data collection was first obtained from the University of Alberta Department of Educational Administration Research Ethics Review Committee. The additional applications and receipts of approval from the Edmonton Catholic School Board, the Edmonton Public School Board, and the principal of the school outside these districts were obtained. After the necessary alterations to POS suggested by the pilot study had been made, the questionnaire was distributed to the teachers in the six schools of the study.

A covering letter explained the purpose of the questionnaire and requested that the respondent enclose the questionnaire in the envelope provided. The sealed envelopes were then to be given to their respective principals. A copy of this letter is in Appendix B.

The researcher personally visited all six schools on several occasions to speak to the principals about the importance of the study and to encourage a maximum return rate. The three smaller schools, all having fewer than 20 teachers, quickly returned their completed questionnaires. Several reminders were sent to the teachers in the other three schools. To promote a higher rate of

return the researcher asked the Ukrainian bilingual consultant in one district to contact one of the principals and stress the importance of the study. The consultant encouraged the principal to remind his teachers to complete their questionnaires.

Of the 119 questionnaires sent, 84 were completed for a 71% return rate. Table 3.1 on the following page provides the rate of returns for each of the schools, which ranged from 42% to 100%.

Timing of Data Collection

It was decided that the data collection would be most effective if carried out in the spring of 1989. The teachers and principals would then have had ample opportunity to formulate their perceptions of their school's climate. The teachers and principals who were in the first year of their positions were provided the opportunity to experience almost an entire year of teaching before being asked to express their opinions regarding the climate of their school.

Selection and Development of the Instrument

After studying several climate instruments described in Owens (1987), such as Halpin and Croft's (1962) Organizational Climate Description Questionnaire (OCDQ) and Stern and Richman's (1975) Organizational Climate Index (OCI), the Profile of a School (POS) Staff Questionnaire developed by Likert and Likert (1968) was chosen. Sergiovanni explains that one of the important advantages of the POS over the OCDQ is "...that it provides a richer and more detailed and operational description of the components and dimensions of organizational climate with more direct implications

Table 3.1
Questionnaire Response Rate by School

School	Total Number of Teachers	Number Returned	Rate of Return
One	8	8	100%
Two	16	15	94%
Three	16	16	100%
Four	24	10	42%
Five	27	18	67%
Six	28	17	61%
Total	119	84	71%

for practice" (1987, p.266). The permission to use the POS was sought and granted in a letter from Rensis Likert Associates, Inc. which is included in Appendix A.

POS assesses aspects of the internal functioning of the organization which are key to this study. There are four categories of variables with several index components in each. These include: (a) climate: decision-making, communication, coordination, influence; (b) leadership: support, team building, work facilitation, goal emphasis, encouragement of participation, job performance; (c) intervening variables: trust in administrator, openness with administrator, peer relationships, conflict resolution; (d) end results: educational excellence and job satisfaction. Likert and Likert's instrument was chosen because of its apparent relevance to this study. However, it was necessary to make some alterations and additions. The alterations included the addition of 16 questions to the fixed response items section and four open-ended questions.

The alterations included replacing the term "organization" in the original POS, with "school staff" in all cases, to ensure that consistency was maintained and to clarify the difference between school and department. The term "organization" was felt to be rather ambiguous as it could also have been interpreted to include the school system or district. The intention of this study was to examine the profiles of the schools and departments within them.

The additional fixed response items involved only a slight change in wording, for example, the substitution of "department

for "school staff." After the pilot study, two additional fixed response items were added to bring the total of items to 61.

One of the four open-ended questions requested the participant to provide his/her perceptions of the cohesiveness and morale of their school staff. The participants were also invited to supply suggestions for improving cohesiveness and morale. The two remaining questions inquired about the perceived benefit(s) and weakness(es) of having the Ukrainian bilingual program in the school.

The four open-ended and five demographic inquiries brought the number of questions to 70 for the entire questionnaire. The questionnaire is included in Appendix C.

Semi-structured interviews were conducted with each of the six principals following analysis of the questionnaire responses for each school. Permission to record the interview on audio cassette was sought from each of these respondents and was granted. Specific questions were asked based primarily on the open-ended questionnaire responses provided by the schools' teachers. This was done in an effort to lend support to the teachers' statements. The 11 basic interview questions used with all the principals are included in Appendix D.

Data Analysis Procedures

During the pilot study phase, the data were analyzed in a variety of ways. Initially, inferential statistics were used. For example, mean scores were compared using *t*-tests, however no statistical differences were found, perhaps due in large measure

to the small numbers of respondents in each of the departments. The researcher realized that the same problem would be faced in the main study. For this reason descriptive rather than inferential statistics were chosen and analysis was limited primarily to the comparison of mean scores between or among departments and among schools. Standard deviations were also computed and served a particularly useful purpose in analyzing the quantitative data for the schools.

The researcher employed an exploratory data analysis technique to pictorially display the findings for ease of interpretation. Different symbols were used to represent small, medium, and large differences between mean scores. Specifically, a + was used to indicate a difference in mean scores of .50 to .99; ++ a difference of 1.00 to 1.49; +++ a difference of 1.50 or greater. Differences between mean scores of less than .50 were treated as not significant and therefore are not displayed in the tables. A detailed listing of the mean scores and standard deviations for each department and school is given in Appendix E. A comparison of the results for the six schools is provided in Chapter 5.

The school mean scores given for each school were used to determine the Likert leadership level or System under which the school was operating. The profile figures (Figures 5.1 to 5.6) presented in Chapter 5 were used to ascertain the System. If the majority of mean scores were between 3.5 and 4.5, for example, the school was considered to be operating with a System 4 level of

leadership. Similarly, school mean scores between 2.5 and 3.5 assumed that the school was functioning under a System 3 level of leadership.

The responses for the four open-ended questions were grouped by category and then tabulated. On occasion the researcher corrected minor grammatical errors for the responses given by the teachers.

For the semi-structured interviews, first the audiotapes were transcribed. The responses were then categorized. This researcher's inexperience with interviewing techniques may have resulted in insufficient probing during interviews with some of the principals.

Reliability and Validity

Reliability

The POS forms were derived from instruments developed originally for business and industrial firms. These instruments are based on more than 250 studies completed during the last 25 years, involving in excess of 200,000 employees and 20,000 managers. The indexes these instruments yield have reliabilities in the range of .70 to .90. The split-half reliability for the entire industrial questionnaire is in the mid-nineties (Taylor & Bowers, 1972, Likert, 1967).

The original Teacher Questionnaire, Form Three, that was adapted for this study, had been found consistently to have had a split-half reliability of .95 or higher. A reliability test on the adapted form was not done.

Validity

Rensis Likert Associates, Inc. provided a 45-page report entitled Evidence of the Effectiveness of a System 4 in School Administration (1978), showing that the POS questionnaires have validities that make them valuable tools for assessing and improving the performance of schools and school systems. The numerous studies in this report provided evidence that System 4 is as effective in educational settings as it is in business organizations.

Summary of Chapter 3

The main instrument used for this study was Profile of a School (POS) Staff Questionnaire, developed by Rensis Likert Associates, Inc. The mean scores and standard deviations for each school and its departments as well as a pictorial display were the procedures used for reporting the quantitative data.

The level of leadership or Likert System under which the school was functioning was determined by the school mean scores. The whole number among the majority of the school mean scores was the System or level of leadership. For example, school mean scores predominantly between 3.5 and 4.5 were determined the school to be functioning under a System 4 level of leadership.

The responses for the four open-ended questions were categorized and tabulated.

Semi-structured interviews were conducted with the principal of each school to discuss matters related to the climate of their school and to lend support to or challenge the statements made by

the teachers. The principals' perceptions of their school's climate and other information pertinent to the study were extracted from the transcriptions of the interviews.

Chapter 4

STUDY FINDINGS

Introduction

This chapter presents an analysis of the data collected. As indicated in the previous chapter, the main instrument used was Profile of a School (POS), Staff Questionnaire, developed by Rensis Likert and Associates and adapted by the researcher. The questionnaire had two major sections. The first section contained fixed response items relating to the climate of the school and of the specific department with which the teacher was associated.

The second section of the questionnaire contained four open-ended questions. The first question explored the participant's perceptions of the cohesiveness and morale in the school and the last question requested solutions to improve staff cohesiveness and morale. The second and third questions requested the participant's perceptions of the benefits and weaknesses of having the Ukrainian bilingual program in their school.

For each school, categories were developed subjectively by the researcher for the open-ended questionnaire responses. The frequency of responses of different types were tabulated.

Semi-structured interviews with principals were the third data source for the study. Information pertinent to the study was abstracted from the transcriptions and is reported by school.

This chapter is comprised of seven sections. The first six sections, each pertaining to a different school, contain a brief demographic description of the school, significant questionnaire

data in pictorial form, an explanation of the questionnaire data, a summary of the open-ended responses tabulated by category, pertinent information taken from the interviews with the principals, and a section summary. The seventh section gives a brief synopsis of the data presented in the chapter. A more detailed comparison of the six schools in the study is given in Chapter 5.

Study Findings for School 1

Descriptive Information - School 1

School 1 was a single-track Ukrainian bilingual school with a staff of nine. The only non-Ukrainian staff member was a core French teacher. The only two male staff members were the principal and his assistant, both of whom were of Ukrainian descent. The principal had been at the school for two years and in the system in the same capacity for 15 years. The Ukrainian bilingual program had been at the school since 1974. One of the teachers was on leave at the time of distribution of the questionnaires and the substitute was not given a form to complete. Therefore the questionnaires were considered to have been completed by the entire staff. The age range of the staff was 36 to 45 and the number of years in the school and in the school system was on the average six to 10 years.

Questionnaire Data - School 1

Because this is a single-track school with only one teacher not in the Ukrainian department, Table 4.1 on the following two pages merely displays mean scores for the school by item. The

Table 4.1

Fixed Item Response Means for School #1

Index Component	Item	School n=8 M
CLIMATE		
Decision Making	6	3.5
	7	3.8
	8	3.5
	9	3.0
Communication	10	3.6
	11	4.0
	12	3.9
Coordination	13	3.3
	14	3.8
	15	3.7
	16	4.5
Influence	17	4.1
	18	3.9
LEADERSHIP		
Support	19	4.5
	20	4.1
	21	3.9
Team Building	22	3.8
	23	4.0
	24	3.4
	25	3.8
	26	3.9
	27	3.8
	28	3.6
	29	3.3
Work Facilitation	30	4.4
	31	3.9
	32	4.0
Goal Emphasis	33	3.9
	34	4.0
	35	4.0
Encouragement of Participation	36	3.6
	37	3.4
	38	4.0

continued...

Table 4.1 continued

Index Component	Item	School n=8 M
Job Performance	39	4.1
	40	4.3
INTERVENING VARIABLES		
Trust in	41	4.0
Administrator	42	4.3
	43	4.3
Openness	44	4.4
with	45	4.1
Administrator	46	4.1
	47	3.9
	48	4.0
	49	3.9
	50	3.9
	51	3.6
Peer	52	4.1
Relationships	53	4.0
	54	3.9
	55	3.9
	56	3.6
	57	3.5
Conflict	58	3.4
Resolution	59	3.9
END RESULTS		
Educational	60	4.0
Excellence	61	4.0
	62	3.4
	63	3.6
Job	64	4.5
Satisfaction	65	3.9
	66	4.0

No department profiles are shown as this is a single-track school.

index components have been listed within their four categories which were climate, leadership, intervening variables, and end results.

A complete listing of the mean scores and standard deviations for the Ukrainian department and the entire school, which includes only one additional teacher, is provided in Table A.1 in Appendix E. As mentioned in the methodology chapter, the Likert System of leadership level was determined by the school mean scores.

Questionnaire Data Analysis - School 1

The nature of this single-track school does not allow for any sort of statistical analysis. As only one other teacher comprised the "other" department, a comparison of mean scores was not possible. As shown by the school mean scores, which were mostly between 3.5 and 4.5, School 1 is functioning within a System 4 level of leadership. The teacher's open-ended responses and the principal's interview provide further information about the perceptions of the climate in School 1.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are presented separately in the following sections. The first section deals with the teachers' perceptions of theirstaff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school. Although for the most part eight teachers responded to the questions, in most cases more than

one answer was given per question.

Cohesiveness and Morale

Perceptions of the Cohesiveness and Morale - School 1

In response to the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?," all eight staff members provided answers. The most popular response was "great staff morale--despite the heavy work load" given by four respondents. Two teachers each mentioned that "staff morale was good" and "team work is evident." Single responses included: "we function as a cohesive unit and are responsible for specific functions," "no serious problems--we make the best of all situations," and "we know one another's strengths, weaknesses and limitations and work accordingly." Other responses included the words or phrases such as "friendliness," "trust," "team work," and "cooperation."

One less positive comment made by one teacher was that "morale is not as high as it should be due to the poor handling of discipline." Another respondent mentioned that some of the teachers were losing their enthusiasm for teaching, commonly known as "burning out."

Proposed Changes to Improve Cohesiveness and Morale - School 1

Only seven of the eight teachers responded to the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Three teachers, claimed that "no changes were necessary." The solutions offered by the teachers included "a Ukrainian resource room," "class time for

inservices," "a reduced pupil/teacher ratio," "transferring the teachers who were not working toward the common goals of the school and program," "a better discipline policy," "a better exchange of information among teachers," and "a greater amount of teacher aide time."

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 1

Four of the eight respondents indicated that "the appreciation of the Ukrainian culture," was the major benefit of having the Ukrainian bilingual program in their school. The second most popular answers, each having been given by two respondents, stressed that School 1 was a "single-track school," "the students learn to live the heritage," "gain intellectual awareness," and "the great amount of parental involvement." Other answers included "enrolment being raised," "extra funding being received," "giving the students a sense of belonging or 'rootedness'," "giving the students an understanding of others," and "gaining knowledge of the students' religion."

Weaknesses of the Ukrainian Bilingual Program - School 1

Seven of the eight teachers responded to the question "What do you perceive to be the main weakness(es) (if any) of having the Ukrainian bilingual program in your school?" The most popular answer given by two respondents was that "the single-track school created a self-contained tunnel vision. The students are not being provided with a very global outlook on education." Other weaknesses included "lack of time and resources" as well as the

"great demands are placed on the teachers." One respondent felt that because the school was single-track Ukrainian, the language should be used to a greater extent. The busing situation was also thought to be a difficulty. One of the teachers felt that there were no weaknesses in having the Ukrainian bilingual program in the school.

The Interview - School 1

The principal of School 1 gave succinct responses to the direct questions. He felt that maintaining the Ukrainian culture and religion were two of the benefits of administering the Ukrainian bilingual program. He also claimed that weaknesses included some difficulty with discipline. Although the students were very capable academically, their behaviour did not always reflect their competence.

The major source of dissatisfaction among the Ukrainian teachers was attributed to the workload. Teachers were responsible for preparing two different streams--teaching English and Ukrainian, piloting new materials, and meeting with parents. The community was seen as a big part of the program making extra demands on the teachers and school.

The principal described the school climate as "good--everybody has their say in the development of the educational climate...." He also felt that the characteristics which were most important to his staff included commitment, setting of goals, working as a team, discipline and conflict resolution.

This principal felt that a single track school was best for a

second language program. "We just don't have more influences coming into play. You're working with a crew that is dedicated, committed and caring. It's much simpler to keep that going."

The parents in the school were seen as cooperative and this principal felt that he had little difficulty with and much support from them.

According to the principal the morale was "O.K." and the teachers "pull together when they have to." The principal felt that he was well respected within the school and community. Although some of the teachers had been at the school and in the Ukrainian bilingual program for a long time, there was no desire for anyone to move to another school or out of the program. The principal did not perceive any competitiveness among the schools in the district and he felt that the teachers were in agreement with his attitude on this topic.

The support staff were perceived to be an integral part of the entire program package. The secretary seemed to be satisfying the needs of the people concerned and promoted the Ukrainian bilingual program well.

Summary of Findings for School 1

The teachers and principal had a positive view of their school climate and identified only minor difficulties within the school. They provided suggestions for improving staff cohesiveness and morale, although they seemed satisfied with the overall program and school. All of the Ukrainian teachers appeared to have had a pragmatic approach to their responses and

appeared to have had a pragmatic approach to their responses and were generally constructive regarding the future of their school and the Ukrainian bilingual program. The staff cohesiveness was considered good and the morale quite high.

This single-track Ukrainian bilingual program school was being administered with a System 4 level of leadership as the school mean scores were predominantly between 3.5 and 4.5.

Study Findings for School 2

Descriptive Information - School 2

School 2 was a dual-track school with a staff of 16 teachers and a male non-Ukrainian principal who was in his fifth year at the school. He had been a principal with the system for 11 years. His assistant, who was of Ukrainian heritage, had been employed in the school for over 11 years. The Ukrainian bilingual program had been in the school for seven years, and in the district for nine years. All but one of the teachers at this school completed the questionnaire. At the time of the survey there were seven Ukrainian teachers at this school. There were four male teachers excluding the principal and 11 female teachers. The staff ranged in age between 26 and 45, and most of the teachers had been in the school and system for between one and 10 years.

The principal administered the questionnaire during a portion of the teachers' professional development day. This action probably contributed to the very high rate of return for this school.

Questionnaire Data - School 2

Table 4.2 displays the items with their respective index components and under the four major categories: climate, leadership, intervening variables, and end results. The researcher employed an exploratory data analysis technique to pictorially display the findings for ease of interpretation. As indicated in the methodology chapter, the differences in mean scores were determined as follows: + shows a difference of .50 to .99; a difference of 1.00 to 1.49 is shown by ++; and a difference of 1.50 or greater is displayed by +++. A complete listing of mean scores and standard deviations for each department and the school is given in Table A.2 in Appendix E.

Questionnaire Data Analysis - School 2

As evidenced by Table 4.2, the English department's mean scores were higher than those of the Ukrainian department. Although for the most part not by a large margin (.50 to .99), the Ukrainian teachers' perceptions were not as high in the areas of communication, coordination, influence, support, team building, work facilitation, goal emphasis, encouragement of participation, job performance, trust in administrator, openness with administrator, peer relationships, conflict resolution, and overall job satisfaction. The areas of decision making and educational excellence were perceived to be similar by the Ukrainian and English department teachers.

The principal of School 2 mentioned in the interview that the Ukrainian teachers had higher expectations of themselves and the

Table 4.2
Pictorial Representation of Department Profiles for School #2

Index Component	Item	Ukrainian n=7	English n=8	School n=15 M
CLIMATE				
Decision Making	6			3.7
	7			3.6
	8			3.4
	9			3.7
Communication	10			3.5
	11		+	4.0
	12		+++	3.5
Coordination	13			3.7
	14		+	4.0
	15		+	4.0
	16			5.0
Influence	17		+	4.3
	18		+	3.7
LEADERSHIP				
Support	19			3.9
	20		+	3.7
	21		+	3.9
Team Building	22		+	3.9
	23		+	3.8
	24		+	3.6
	25			3.9
	26		+	4.0
	27		+	3.9
	28			4.0
	29			3.9
Work Facilitation	30		+	3.7
	31		+	3.9
	32			3.7
Goal Emphasis	33		+	4.1
	34		+	4.3
	35		+	4.2
Encouragement of Participation	36		+	3.5
	37		+	3.3
	38		+	3.9

continued...

Table 4.2 continued

Index Component	Item	Ukrainian n=7	English n=8	School n=15 M
Job Performance	39		+	4.1
	40		+	4.1
INTERVENING VARIABLES				
Trust in Administrator	41		+	4.3
	42		+	4.2
	43		+	3.9
Openness with Administrator	44			4.1
	45		+	4.0
	46			3.9
	47			3.9
	48			3.7
	49		+	3.5
	50		+	3.7
	51		+	3.9
Peer Relationships	52		+	4.1
	53		+	3.9
	54		+	3.6
	55		+	3.7
	56		+	3.6
	57		+	3.6
Conflict Resolution	58		+	3.9
	59			3.7
END RESULTS				
Educational Excellence	60			4.4
	61			4.4
	62			3.8
	63			3.7
Job Satisfaction	64			4.7
	65		+	4.1
	66		+	4.2

.50 - .99 = +
1.00 - 1.49 = ++
1.50 - = +++

program. His explanation may also explain the lower mean scores of the Ukrainian teachers. Although they may have held similar view to their English counterparts, the Ukrainian teachers' high expectations may have caused their choosing lower scores.

Item 12, which received a significantly higher rating by the English department teachers, dealt with the extent to which theadministrator told the members of the department about what they needed to know to do the best possible job. The Ukrainian teachers felt very strongly that they were not well informed by their principal about how they could be doing their best possible job. The principal in this school, as in most of the schools in the study, was not able to provide this information to his teachers as the curriculum and cultural needs were not available to him in the English language or not provided at all. The Ukrainian teachers were autonomous in that the specific curriculum needs were explained directly to the teachers and rarely to the principals. Therefore, the principal would have had obvious difficulty in providing the Ukrainian bilingual teachers with information necessary to do the best possible job.

As evidenced by the school mean scores, which were primarily between 3.5 and 4.5, School 2 was being managed with a System 4 level of leadership. The teachers' perceptions were, on the whole, favourable and the open-ended responses and the principal's interview corroborated the information presented in Table 4.2.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are presented separately in the following sections. The first section deals with the teachers' perceptions of their staff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school.

Although for the most part 15 teachers responded to the questions, in most cases more than one answer was given per question.

Cohesiveness and Morale

Perceptions of the Cohesiveness and Morale - School 2

In response to the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?," fifteen teachers answered quite positively. Seven respondents perceived the cohesiveness and morale of School 2 as being "generally excellent." Other positive comments included "supportive and works well together," and "positive and cooperative attitude." Other single comments included "very little friction," "getting better," "everyone pulls together," and "the division of labour is very fair."

The most common negative comment, which three respondents mentioned, was that the staff was "superficially cohesive - split into cliques." The perceived reason behind this comment is described in further detail in the interview with the principal.

He perceived the split to be a function of the individuals rather the Ukrainian bilingual program itself. Other comments in the same vein consisted of "new staff members feeling like outsiders," "morale drops when the staff is overloaded with work," and "people are on their own--not a feeling of oneness." These last statements were made by three different individuals.

Proposed Changes to Improve Cohesiveness and Morale - School 2

Thirteen of the fifteen teachers responded to the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Three teachers answered to "decrease outside pressures." These pressures were explained to mean paperwork from the "Superintendent, the Department of Education, and questionnaires such as this one."

Two participants indicated that no changes were necessary. Two others suggested that more social gatherings would improve cohesiveness and morale in School 2.

Other respondents recommended the following: "the setting of clear expectations of duties and attitudes for the staff," "more professional development days to discuss ideas," "more positive reinforcement during a regular school day rather than just after a [Ukrainian] cultural event," "make the English department more aware of the Ukrainian teachers' work load," "don't have any social gatherings as there is no point to them," "provide monolingual staff inservices to eliminate any biases," "ensure fairness for all staff members," and "the administrator should be more open to comments."

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 2

Of the fifteen teachers who responded to the question "What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?" the most frequent answer, as given by nine respondents, was "the awareness of another culture being provided for the students and in some cases the staff." Four responses were that a "cultural exchange" was evident. "Learning about the Ukrainian culture," "an educational opportunity for the students," and "the Ukrainian teachers share their special talents such as music, drama and dance," were each mentioned twice. Single responses mentioned were "second language acquisition," "interest and enthusiasm are sparked within the school," and "the Ukrainian bilingual program attracts a larger population of ethnic groups to the school."

Weaknesses of the Ukrainian Bilingual Program - School 2

Fourteen of the fifteen teachers responded to the question "What do you perceive to be the main weakness(es) (if any) of having the Ukrainian bilingual program in your school?" The most frequent answer given by six respondents, was that the students were segregated. Although there was not a perceived animosity among the students, they were separated as a function of the two distinct departments.

Four respondents perceived no apparent weaknesses. Two other respondents mentioned that the exchange of materials among teachers was difficult across grade levels due to the second-

language program.

Other perceived weaknesses, mentioned only once, included "lack of consultants, administrators and teachers with a good Ukrainian language knowledge base," "the expectations of the Ukrainian bilingual program not being consistent," "high expectations from parents," "competition rather than cooperation is stressed for Ukrainian students as they were 'pushed to succeed'," "the parents are split between departments," and "there is a lack of funding for the Ukrainian program."

The Interview - School 2

The researcher found that the principal of School 2 very much aware of the school climate in his school and was able to provide lucid replies to all questions raised in the interview.

He perceived that the benefits of a Ukrainian bilingual program school were similar to those identified by his teachers. "Being exposed to a second language, traditions and culture" was one of the reasons. The principal perceived the Ukrainian teachers to be energetic and talented. He also admired the pride and positive attitude they demonstrated in doing their jobs.

This principal preferred to think of the negative features of administering the Ukrainian bilingual program as "challenges." The demanding pressures of the program itself was one of these challenges. The need to work closely together may have given the remainder of the staff the impression that there were distinct cliques in School 2. "There are no hard feelings among staff, but if we were fifteen teachers teaching the same program, we would be

a closer group." When asked whether one group bands against the other, he replied, "There is no outright confrontation. They work well together... parents and teachers."

The principal also discussed the major source of dissatisfaction among the Ukrainian teachers. His response recognized the workload which "creates some pressure and stress." He also felt that the English teachers likely did not realize the work that was involved in the Ukrainian bilingual program.

When asked to discuss the school climate in School 2, the principal explained that he felt that "there are different climates within a climate." He qualified his statement by saying that the "...parents and the public perceive things to be one way--staff and students another." He felt that his staff worked as a team, but just during the working day. It was a "nine to five relationship." He was aware that some staff members perceived the cohesiveness as artificial. However the working relationship was observed as being good. The principal deduced that the possible artificiality was a function of the individuals rather than that of the Ukrainian bilingual program.

"Honesty, trust, and faith in one another" were given as the variables of school climate which were of highest priority for this principal. He felt that "honesty and commitment to your job are very important."

In discussing the importance of support staff, the principal commented that "You get a certain impression by the first person you run into and the secretary is really appreciated by our staff.

She is very patient, very thorough, personable and has a great sense of humour. Being accommodating is probably her greatest attribute." Favourable comments were also made about the other support staff members.

Summary of the Findings for School 2

The teachers and principal appeared to be cognizant of the restraints involved in offering a second-language program in a school, but were also capable of overcoming these barriers.

Overall, the climate was perceived as positive. The staff was cohesive during their working day and morale was high. The school mean scores were generally between 3.5 and 4.5 and therefore School 2 was being administered with a System 4 level of leadership.

Study Findings for School 3

Descriptive Information - School 3

School 3, a dual-track school, had offered the Ukrainian bilingual program since 1980. The non-Ukrainian principal had been at the school for two years and a principal for 11 years. An assistant of Ukrainian heritage also had teaching duties along with the 15 other teachers on staff.

There were five male and 11 female teachers on staff excluding the principal, and the ages ranged from 26 to 35 years. Most of the teachers had been in the school and the school system for between six and 10 years. There were nine English department teachers, five Ukrainian teachers, a resource teacher, and music teacher in this school. All of the teachers at this school,

completed the questionnaire. One Ukrainian teacher omitted many of the questions.

Questionnaire Data - School 3

Table 4.3 provides the mean scores of the items and their respective index components. The index components are in four categories which are climate, leadership, intervening variables, and end results. The researcher has employed an exploratory data analysis technique to pictorially display the findings for ease of interpretation. The differences of the department mean scores are indicated by a +, showing a difference of .50 to .99. A difference of 1.00 to 1.49 is shown by ++ and a difference of 1.50 or greater is displayed by +++. A complete listing of mean scores and standard deviations for each department and the school is given in Table A.3 in Appendix E.

Questionnaire Data Analysis - School 3

There were 12 items on which the English department's mean scores were higher than those of the Ukrainian department. The difference, however, was not extreme as it was only between .50 and .99. On four items the Ukrainian teachers had higher mean scores.

The English department showed higher mean scores for items 6, 10, 12, 30, 44, 53, 54, 55, 57, 58, 59, and 61. The index components which were affected include decision making, communication, work facilitation, openness with administrator, peer relationships, conflict resolution and educational excellence.

Table 4.3
Pictorial Representation of Department Profiles for School #3

Index Component	Item	Ukrainian n=4	English n=9	School n=15 M
CLIMATE				
Decision	6		+	3.5
Making	7			3.1
	8			2.8
	9			3.1
Communication	10		+	3.3
	11			3.5
	12		+	3.3
Coordination	13			3.3
	14			3.4
	15			3.4
	16			4.8
Influence	17			4.3
	18			3.9
LEADERSHIP				
Support	19			4.3
	20	+		3.9
	21			3.6
Team	22			3.2
Building	23	+		2.9
	24			3.3
	25			3.8
	26			3.6
	27			3.6
	28			3.8
	29			3.4
Work	30		+	3.7
Facilitation	31			3.3
	32			3.0
Goal	33			3.3
Emphasis	34	+		4.1
	35			3.9
Encouragement	36			3.1
of	37			3.2
Participation	38			4.4

continued...

Table 4.3 continued

Index Component	Item	Ukrainian n=4	English n=9	School n=15 M
Job Performance	39			4.3
	40			4.3
INTERVENING VARIABLES				
Trust in	41			4.3
Administrator	42			4.1
	43			4.0
Openness	44		+	4.1
with	45			4.2
Administrator	46			3.7
	47			3.6
	48			3.7
	49			3.6
	50			3.7
	51			3.6
Peer	52			3.6
Relationships	53		+	3.7
	54		+	3.6
	55		+	3.4
	56			3.5
	57		+	3.5
Conflict	58		+	3.3
Resolution	59		+	3.3
END RESULTS				
Educational	60			4.3
Excellence	61		+	3.9
	62			3.3
	63			3.5
Job	64			4.5
Satisfaction	65			3.9
	66			4.1

.50 - .99 = +
1.00 - 1.49 = ++
1.50 - = +++

The Ukrainian department showed higher mean scores for items 20, 23, 34, and 63. The index components which were involved include support, team building, goal emphasis, and educational excellence. The open-ended responses and the interview with the principal provided further information about the reasoning behind the differences between the English and Ukrainian teachers.

As evidenced by the school mean scores, which were between 3.5 and 4.5, School 3 is being managed with a low System 4 level of leadership.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are presented separately in the following sections. The first section deals with the teachers' perceptions of their staff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school.

Although there were 16 questionnaires returned, only 14 teachers completed these open-ended questions. In one questionnaire the last two pages were completed disregarded. The comment, "This takes too much of my time--sorry" was written at the bottom of another. Fourteen teachers answered each question and in some cases more than one answer was given per question.

Cohesiveness and Morale

Perceptions of the Cohesiveness and Morale - School 3

Of the 14 teachers who replied to the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?" most replied quite favourably. The most frequent response given by five respondents, was "generally positive." Four others responded with "very good--we help one another as much as possible." Two other responses mentioned that "the sharing of materials and ideas is frequented" and another two maintained that the staff was "friendly and supportive." Other positive comments included "average," "good feel," "open and relaxed with one another," "cohesiveness among grade levels," the teachers had "similar values, goals and objectives" with regard to education, and "team work is evident."

One comment was difficult to categorize as having been positive or negative as it was not further explained. "We're a group--not a family" may be interpreted as an agreeable or disagreeable statement.

There were four somewhat negative comments reported. "Occasional disagreements," "concerns about other teachers should be directed to the teacher in question--not through other teachers or parents," "teacher absenteeism promotes poor morale," and "some cliques are evident" were comments which were made by the respondents.

Proposed Changes to Improve Cohesiveness and Morale - School 3

Thirteen teachers responded to the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Three teachers suggested that the staff should hold more social functions. Two individuals indicated that rotating staff members and/or hiring new teachers would improve the cohesiveness and morale of School 3.

Other solutions given by the teachers included "greater professional interaction," "more equitable division of labour," "the administration should be more approachable and supportive," "the Ukrainian teachers should work together more," "there should be a greater amount of cross-grade interaction," "inter-classroom visitations," "structure regular activities to promote the exchange of ideas," "teachers must be in agreement with activities and view them to be positive," "personalities are key," "reduce Parent Advisory Committee (PAC) meetings to a minimum," "administration should provide written memos with defined dates to improve communication," "incentives from Central Office should be instated to reduce teacher absenteeism," "teachers should exchange grades within the school for a day to get to know all of the students," "reserve one meeting per month to discuss chronic problem students," "refurnish the staffroom to make it more comfortable," "formulate a discipline policy which is clear-cut and effective. The staff will then feel it has a handle on things," "grant equal funding to each program," "have the English program involved in more Ukrainian program activities," "encourage

teachers to upgrade professionally by cutting some of the red tape involved in the procedure," "reduce supervision time," and "employ a full-time guidance counsellor to assist with the serious behaviour problems."

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 3

Of the fourteen teachers who responded to the question "What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?" Five respondents mentioned that it "provides a cultural awareness to the students." The great amount of parental involvement ranked second with four responses. "Maintaining the Ukrainian language and culture," "providing a challenge for the students," and "having more motivated students in the school" were the third most frequent responses each with two respondents answering accordingly per question.

Other single responses included "increases school enrolment," "broadens the school spectrum," "increases the academic averages," "services the area," "provides personal discipline for the students," "the Ukrainian students positively influence the other students in their approach toward education," "adds colour to the school mosaic," and "provides the students with a tolerance and understanding of others."

Weaknesses of the Ukrainian Bilingual Program - School 3

Thirteen of the fourteen teachers responded to the question "What do you perceive to be the main weakness(es) (if any) of

having the Ukrainian bilingual program in your school?" The teacher who did not answer question number 69 may have considered there to be no weaknesses or may have just omitted the question.

Three respondents mentioned that "differences between cultures cause conflicts inherently when involving students with a low tolerance for differences." The second most frequent answer was given by two respondents. It was perceived that there were problems among the English and Ukrainian parents.

Other responses included "no school spirit as the Ukrainian students are resented because they excel academically," "The Ukrainian activities are watered down to accommodate the English department," "the Ukrainian parents are power hungry and do not allow influences from outside," "the Ukrainian parents and students are too close," "the adminstration of the school bends to the Ukrainian parents' demands too much," "the low [achieving] Ukrainian students are weeded out and put into the English department, causing high pressure competitiveness amongst the parents for those remaining," "the teachers should coordinate activities across grade levels to integrate the students from both programs," "the Ukrainian students are perceived as being the privileged group in the school," "there is dissension among staff members regarding materials, equipment and parental involvement," and "there are language difficulties in reading and writing." One respondent felt that there were no weaknesses.

The Interview - School 3

The principal of School 3 had administered a dual-track school prior to his placement in this Ukrainian bilingual program school. He explained however that an English as a Second Language (E.S.L.) program school is not comparable to a second-language program school in terms of administration. "You have two distinct sets of clientele that have two distinct needs for education."

When asked how he perceived of the benefits of administering a Ukrainian bilingual program school, he concurred with many of the responses given by his staff members. He also felt as prominent feature, the importance of the Ukrainian culture and language being preserved and the cultural awareness being brought to the fore.

The predominant negative feature of having the Ukrainian bilingual program in the school was perceived to be the occasional parental demands and pressures placed on the teachers and students. Although the Ukrainian parents were very involved positively, their demands were sometimes considered to have had a negative affect on the program and school.

The principal explained that student progress and academic excellence was a primary focus for the parents of both departments in this school. "In the Ukrainian program you seem to get the brighter students, and regular [non-Ukrainian] parents seem to resent that. Ukrainian students are perceived as being brighter and better. They [the non-Ukrainian parents] perceive that we treat them differently when, in fact, we don't."

He remarked that the Ukrainian parents were very involved with their children's education and therefore the students excel academically. "The children in the [Ukrainian] program, on the whole, have a better foundation family-wise, economic-wise, social-wise, recreation-wise."

The feeling "that the teachers are caught in the program, that they are forever and eternally the Ukrainian teacher" was given as one of the major sources of dissatisfaction among Ukrainian teachers. The principal commented that the support which the teachers should be getting at the system level was not always there. He also expressed a concern regarding the amount of negative feedback received from parents in the school.

In describing the school climate of School 3, the principal reflected the opinions of his teachers. He also added that the staff members always showed initiative and "didn't need to be prodded." The Ukrainian teachers were a good influence on the other staff members as they "work extra hard and are extra dedicated."

When asked which variables of school climate were the priorities for the principal and his staff, the response was that "job satisfaction as an end result makes for a good school climate." Goals and decision making were also important elements but the time factor involved for the staff in these procedures was a concern.

The principal of School 3 was very conscious of the relevance of the school secretary's position. He felt very fortunate to

have had such a personable, friendly and competent secretary. His recommendation to central office was to shuffle not only principals but the secretaries as well. It was his view that the principal and secretary must work together to maintain the positive image of the school in the public eye.

The principal's statements supported the previous statements and data already presented. The principal was aware of the many perceptions held by his staff members and was sensitive to the needs of his teachers, parents, and especially the students--of both programs.

Summary of Findings for School 3

The principal seemed very cognizant of the benefits and weaknesses of having the Ukrainian bilingual program in his school. His staff members were perceived as being hard working individuals that took initiative in completing projects. Goal setting was a priority for the administration and the staff.

This dual-track Ukrainian bilingual program school was perceived by the teachers and principal as having a positive school climate. Staff cohesiveness was evident and the morale was high. Because the school means were between 3.5 and 4.5 it was determined to have been administered with a System 4 leadership level.

Study Findings for School 4

Descriptive Information - School 4

The principal of School 4, a dual-track school, was of Ukrainian descent. He was in his first year as the principal

although he had been with the system in a similar capacity for 17 years. The Ukrainian program had been at the school since 1974 and one of the two assistants was of Ukrainian heritage. Although 24 teachers were on staff in this school only 10 completed the questionnaire, even after much encouragement with personal letters, and phone calls from the researcher and the bilingual consultant for the district. Of those who responded, one was male and the other nine female. The age range of the ten respondents was 26 to 35, however, this is not representative of the entire school, since only six English teachers and four Ukrainian teachers completed the survey.

Questionnaire Data - School 4

Table 4.4 displays the items with their respective index components and their four categories. These four categories include climate, leadership, intervening variables, and end results. An exploratory data analysis technique was used to pictorially display the findings for ease of interpretation. The differences of the department mean scores are indicated by a +, showing a difference of between .50 to .99. A difference of 1.00 to 1.49 is shown by ++ and a difference of 1.50 or greater is displayed by +++. A complete listing of mean scores and standard deviations for each department and the school is given in Table A.4 in Appendix E.

Questionnaire Data Analysis - School 4

The pictorial representation of the department profile for School 4 shows that the Ukrainian department mean scores were

Table 4.4
Pictorial Representation of Department Profiles for School #4

Index Component	Item	Ukrainian n=4	English n=6	School n=10 M
CLIMATE				
Decision Making	6		+	3.1
	7		+++	2.9
	8		+	2.5
	9		++	2.6
Communication	10			2.5
	11		+	3.4
	12		+	3.3
Coordination	13		+	2.8
	14		+	2.8
	15			3.2
	16		++	3.3
Influence	17			4.4
	18			3.2
LEADERSHIP				
Support	19		+	3.9
	20		++	2.8
	21		++	3.3
Team Building	22		++	3.0
	23		+++	3.3
	24		+	3.0
	25			3.8
	26		+++	3.4
	27		+	3.3
	28		++	3.0
	29		+	3.3
Work Facilitation	30			3.8
	31		+	3.8
	32			3.3
Goal Emphasis	33		+	3.4
	34			3.9
	35		++	3.6
Encouragement of Participation	36		+	2.9
	37		++	2.9
	38		+++	3.2

continued...

Table 4.4 continued

Index Component	Item	Ukrainian n=4	English n=6	School n=10 M
Job Performance	39		+	3.5
	40			3.5
INTERVENING VARIABLES				
Trust in	41		+	3.4
Administrator	42		+	3.5
	43			3.6
Openness	44			3.4
with	45		+	3.3
Administrator	46			3.5
	47			3.5
	48		+	2.5
	49		+	2.6
	50		++	2.9
	51		+	2.8
Peer	52		+++	3.2
Relationships	53		+++	3.6
	54			3.0
	55		++	3.3
	56		+++	2.9
	57		+++	3.1
Conflict	58		++	2.9
Resolution	59		++	2.8
END RESULTS				
Educational	60			4.0
Excellence	61			4.2
	62			3.7
	63	+		3.9
Job	64		+++	3.9
Satisfaction	65		+++	3.9
	66		++	4.1

.50 - .99 = +
1.00 - 1.49 = ++
1.50 - = +++

significantly lower than that of the English department. Except for the index component, "educational excellence," in which one item had a higher score, the Ukrainian teachers' mean scores were consistently lower.

The index components in which the English department showed a higher mean score were decision making, communication, coordination, support, team building, work facilitation, goal emphasis, encouragement of participation, job performance, trust in administrator, openness with administrator, peer relationships, conflict resolution, and job satisfaction. Overall, the English department was functioning at a higher level of satisfaction as the department mean scores were higher than those of the Ukrainian department.

The Ukrainian teachers perceived the index components, in almost every aspect, with much more dissatisfaction. The only index component that appeared to be the same for both departments was "influence." The two items in this index component referred to the extent to which the principal and teachers influence what goes on in the school. Both departments felt that the principal had significantly higher influence regarding the functioning of the school. The teachers were perceived as having had less influence regarding the same situation. However, as indicated in the interview, the principal felt that the Ukrainian teachers were rather autonomous and actually administered their program themselves. This contradiction may be one of the elements which had contributed to the lower scores for the Ukrainian teachers in

terms of decision making and all of the index components under leadership.

As indicated by the school mean scores, which were primarily between 2.5 and 3.5, School 4 was being managed with a System 3 level of leadership. The questionnaire data, in addition to the open-ended responses and the interview data, combine to lend support to some of the information given in Table 4.4.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are presented separately in the following sections. The first section deals with the teachers' perceptions of their staff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school.

Although only 10 questionnaires were returned, most of the questions were answered. In some cases more than one answer was given per question. The open-ended responses provided by one of the teachers was determined by the researcher to be frivolous and therefore not reported.

Cohesiveness and Morale

Perception of Cohesiveness and Morale - School 4

Of the 10 teachers who replied to the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?" the response of "very low" was given by four respondents or 40% of the staff that

participated in the study. The second most frequent response was "too much backstabbing" given by two other individuals. Other single frequency negative comments included "the great number of administration changes in the past three years has caused alienation of staff and programs," "no trust," "coercive administration," "no feeling of importance or safety with the administrator," "poor morale," "the differences between programs and the divergent ages of the teachers has caused poor morale," "no joy or enthusiasm is evident on staff," "the teachers are not always honest with one another," and "there aren't any social functions."

One comment fell between the positive and negative responses as this teacher commented, "There are good people with too great a workload." Other more positive comments included "morale and cohesiveness is pretty good," "very good," and "we get along quite well."

Proposed Changes to Improve Cohesiveness and Morale - School 4

Only seven of the ten teachers responded to the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Four teachers mentioned "change the staff members in both departments." Other single responses consisted of "not changing the administration as often," "replace administrators with people who work well with others--not those who dictate," "parents should be more appreciative of the teachers," "no changes are necessary--the new principal needs to be given a chance (longer than one year)," "greater number of

social activities," "the teachers should talk about more positive rather than negative things," "improve lines of communication regarding discipline," "the teachers should be more honest about how they're really feeling," and "teach more--waste time less."

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 4

Of the nine teachers who responded to the question "What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?" five indicated "Ukrainian customs and traditions are learned by the staff and students in the school." Two respondents felt that the Ukrainian program provided "good lunches--Easter celebrations, etc." Other responses were "enrolment is higher which translates to more funding for library resources and Phys. Ed. equipment," "the Ukrainian students are intelligent and great to work with," "the program is needed in this area of the city," "the program provides good variety in the school," and "ideas can be transferred to the English program."

Weaknesses of the Ukrainian Bilingual Program - School 4

Nine of the 10 teachers responded to the question "What do you perceive to be the main weakness(es) of having the Ukrainian bilingual program in your school?" Four respondents mentioned that "the students are segregated." Three other respondents answered that the "staffs of the two departments are polarized." The other single responses included "inequality," "resentment on the English staff about the extra work that the Ukrainian teachers

do which causes tensions to flare." One respondent felt that there were no weaknesses in having the Ukrainian bilingual program in School 4.

The Interview - School 4

This principal had been the administrator of a dual-track school prior to this, with special education having been the other program. A second-language, dual-track school was not perceived as being a direct comparison.

Some of the negative aspects of administering a Ukrainian bilingual program school included "You have two schools in one. You try to spend your time as equally as possible between both programs, but you can't always do that. They're [the Ukrainian department] involved in so many extra things--the culture, etc., that they seem to have more activities happening in their programs and the other non-Ukrainian students and staff can feel second-class."

"The kids [Ukrainian students] are generally motivated and committed. They strive and compete to get ahead and do the right thing." This comment, made by the principal, was one of the benefits of the Ukrainian bilingual department.

A major source of dissatisfaction among the Ukrainian teachers was attributed to the workload and the great expectations of the program. The lack of resources and demands from Central Office, parents, the community at large, the church, and the curriculum created undue stress upon the teachers. He also mentioned that the teachers felt they were "locked in--there's no

getting out." He explained that the teachers "don't hate the program, but it is just so demanding." He suggested that the Ukrainian teachers be given a break for a few years to experience something else as teachers. He commented that a few changes of this nature were initiated at his school for the upcoming year.

The principal indicated that the teachers of the Ukrainian bilingual program were rather autonomous with his statement, "The Ukrainian teachers administer the program themselves."

When asked to comment on his school's climate, the principal related, "I think the climate as a whole has been a very uptight one, a sense of frustration--partly because of the dead end area, more work put on them, more expectations, more workshops, inservices--very heavy. There's a lot of tenseness. Some have been frustrated for too long. Not the way I'd like to see it. There's a lot of room for improvement."

The principal appeared to be aware of the difficulties within the school and its climate, and seemed understanding of the situation. The sources of dissatisfaction among the Ukrainian teachers and the many changes in administration over the past few years had contributed to the poor climate in his opinion. The person in the role of the principal had been changed four times in the past three years. The high parental expectations had also contributed to influence the climate in a negative manner. He felt that the Parent Advisory Committee (PAC) meetings did not contribute to a positive atmosphere.

Another area of concern included the perceived

competitiveness among the bilingual schools in the district. The principal and his teachers believed that there was an unhealthy competition regarding events, celebrations and enrolment. This principal expressed a concern that recruitment should be for the program and not just the school. "...so that we don't emphasize the school, but rather the [Ukrainian bilingual] program."

One of the initial difficulties that the school experienced, was the placement of the Ukrainian bilingual program into an established school. The principal speculated that possibly the change itself had had a negative effect on the school. The Ukrainian bilingual program's implementation may not have been the negative influence but the change itself may have created the negative impact.

When asked about the school climate variables which he and his staff found to be priorities, the principal responded, "We're here to work together, to cooperate and to help one another." He described his role as principal to be supportive and to help to correct situations. Although he perceived the morale and cohesiveness in his school to be rather "tense," he expressed a positive attitude with his statement, "I can see it turning around."

The principal stated that the support staff were the individuals responsible for providing an outsider with a "good sense of the school." Although the principal had encouraged his entire staff to be cordial to all guests, he felt rather helpless with the present system. He was not directly responsible for the

transferring of the support staff. One of his support staff members was considered to not be complying with his requests to maintain a positive and congenial presentation of the school.

The plan of the school in terms of the location of the general office was also discussed. It was felt by the principal that the layout was not conducive to providing accessibility to the administrators. This concern had prompted the request to expand the office which will be constructed of glass, into the foyer. It was hoped that this new structure would help in improving the situation.

Summary of the Findings for School 4

The fixed response item data, the open-ended response data, and the interview data combine to show that School 4 was perceived to have had a school climate which was not positive. Little staff cohesiveness was evident according to the questionnaire data and the morale was low. The principal was aware of the situation and prepared to make changes to improve upon the predicament. He had mentioned that in his first year as principal of the school, he was observing and assessing the situation to ensure proper handling of the condition of the school for the following year.

Directions selected by the principal were in line with the comments given by the teachers in the open-ended responses of the questionnaire. He felt that some of the teachers in both departments should be transferred to other schools. It was also his opinion that the administration should remain constant to alleviate the teachers' confusion regarding administrative

expectations.

The fact that only 42% of the teachers returned their completed questionnaires spoke for the apathy with which the teachers may have been consumed. Those who did not return the POS and were spoken to by the researcher, felt that there was little benefit in completing the questionnaire as "nothing would be done anyway." As the principal mentioned in the interview, "Teachers don't know who they can trust out there anymore. They are sensitive. They say something, it gets out in the community and is interpreted the wrong way...."

The principal was concerned about the educational needs of the students and seemed to have been able to cope with the demands of the parents and Ukrainian bilingual needs. However, the overall atmosphere and climate was not perceived to as positive as in the other dual-track Ukrainian bilingual program schools. Based on the range in mean scores of 2.5 to 3.5, School 4 can be described as having been characterized by a System 3 level of leadership.

Several factors had contributed to the situation at the time of the study. With the present principal returning for the 1989-1990 school year, it was hoped that the school climate would improve as projected by the principal and one of the teachers.

Study Findings for School 5

Descriptive Information - School 5

This triple-track school was administered by a non-Ukrainian principal. He had been a principal in this school for two years

and with the system as a principal for ten. The Ukrainian program had been in the school since 1974, but had the smallest enrolment of the three programs offered at the school. Eighteen of the 27 member teaching staff completed the questionnaire including all five Ukrainian teachers. Of the surveys returned three were from male teachers and 15 from female teachers. Their ages ranged from 26 and 55. They had for the most part taught in the school system between six and 20 years. Most had taught in the school for between one and 10 years. Six of the teachers were in their first year of teaching at the school and three of the six were in the first year of their teaching careers.

Questionnaire Data - School 5

Table 4.5 displays the items with their respective index components and their four categories: climate, leadership, intervening variables, and end results. As with the other schools in the study, an exploratory data analysis technique was employed to pictorially display the findings for ease of interpretation. The differences of the department mean scores are indicated by a +, showing a difference of .50 to .99. A difference of 1.00 to 1.49 is shown by ++ and a difference of 1.50 or greater is displayed by +++. A complete listing of mean scores and standard deviations for each department and the school is given in Table A.5 in Appendix E.

Questionnaire Data Analysis - School 5

The data in Table 4.5 indicate that the department profiles were quite different. None of the departments had significantly

Table 4.5
Pictorial Representation of Department Profiles for School #5

Index Component	Item	Ukrainian n=5	English n=5	French n=5	School n=18 M
CLIMATE					
Decision Making	6		++	+	3.8
	7		+		3.8
	8				3.3
	9				3.6
Communication	10		++	++	3.4
	11		+	+	4.2
	12		+		4.1
Coordination	13		+	+	3.7
	14				4.5
	15				4.5
	16			+	4.8
Influence	17	+			4.6
	18	+			4.4
LEADERSHIP					
Support	19		+		4.8
	20		+		4.8
	21	+	+		4.6
Team Building	22				4.8
	23				4.7
	24	+			4.0
	25	+			4.2
	26				4.7
	27				4.6
	28				4.5
	29	+			4.4
Work Facilitation	30				4.6
	31		+		4.3
	32		+		4.3
Goal Emphasis	33				4.4
	34				4.8
	35				4.6
Encouragement of Participation	36				3.8
	37				3.8
	38		+	+	4.2

continued...

Table 4.5 continued

Index Component	Item	Ukrainian n=5	English n=5	French n=5	School n=18 M
Job Performance	39				4.4
	40				4.7
INTERVENING VARIABLES					
Trust in	41		+		4.4
Administrator	42		+		4.6
	43				4.5
Openness	44				4.6
with	45				4.7
Administrator	46				4.3
	47				4.4
	48		+	+	4.2
	49				4.4
	50				4.3
	51		+		4.4
Peer	52				4.6
Relationships	53				4.7
	54				4.4
	55				4.5
	56				4.2
	57				4.4
Conflict	58		+	+	4.2
Resolution	59		+	+	3.9
END RESULTS					
Educational	60	+			4.7
Excellence	61				4.6
	62	+			4.2
	63	+			4.2
Job	64				4.6
Satisfaction	65	+			4.6
	66	+			4.6

.50 - .99 = +
1.00 - 1.49 = ++
1.50 - = +++

higher mean scores in any of the index components. The only two items where a ++ was shown were items six and 10. These index components included decision making and communication. The English department held higher mean scores than the other two departments for each of these components. The French department displayed a similar score in the latter index component along with the English department.

Item six asked the teachers to decide on the extent to which they perceived decisions were made at the appropriate levels for effective performance. The English department is not responsible for cultural activities and second-language programming. The Ukrainian and French departments have these additional responsibilities and therefore may have felt that the decisions in this area were not made as effectively for their respective departments. These responsibilities were discussed with the principal in the interview and he explained that this additional workload was a major source of dissatisfaction among the Ukrainian teachers.

Item 10 requested the teachers to determine to what extent information was given to the staff about what was going on in other departments. Teachers in the English and French departments felt significantly more informed than did the Ukrainian department.

The Ukrainian department showed slightly higher mean scores than the French and English teachers in the following index components: influence, support, team building, educational

excellence, and job satisfaction.

The English department was somewhat higher than the other two departments in these areas: decision making, communication, coordination, support, work facilitation, encouragement of participation, trust in administrator, openness with administrator, and conflict resolution.

The French department showed slightly higher mean scores than the other two departments in the following areas: decision making, communication, coordination, encouragement of participation, openness with administrator, and conflict resolution.

As evidenced by the school mean scores which were between 3.5 and 4.5, School 5 was managed by a System 4 level of leadership. The open-ended responses and the interview with the principal provided further insights as to the perceptions of the Ukrainian bilingual program, cohesiveness and morale within School 5.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are discussed separately in the following sections. The first section deals with the teachers' perceptions of their staff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school.

In all of the 18 questionnaires these questions were answered. In some cases more than one answer was given per

question. Three of the respondents did not include replies to the last two questions, however their not answering may indicate that there were no perceived weaknesses or that changes within the program were not warranted. One of the participants in the survey replied in the French language. The translator noted that the translation may not necessarily depict the exact essence of the respondent's reply.

Cohesiveness and Morale

Perceptions of the Cohesiveness and Morale - School 5

All 18 of the respondents favourably answered the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?" Eight teachers stated that the morale of the school was "very good." Seven teachers mentioned that "there is good support for one another." "Teachers, support staff and parents all work well together" was the reply given by four teachers. Three other individuals merely acknowledged the cohesiveness and morale as being "excellent." Other single comments included "we make jokes together," "we respect and accept the differences of one another," and "we are welcomed by everyone."

Proposed Changes to Improve Cohesiveness and Morale - School 5

Three of the 18 teachers did not provide solutions to the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Perhaps they might be included with the other six teachers who mentioned that "no improvement is necessary" as the most frequent response. Two

individuals suggested that there be greater awareness of the consequences of speaking another language as it tends to isolate staff members. Other suggestions consisted of "staff should plan themes together to facilitate complementary learning by utilizing resources and ideas," "update the school structure and decor, " "teachers should be given more freedom rather than being dictated to," "set up a buddy system for new staff members," "reduce class size," "class time should be given for parent-teacher interviews," "increase salary," and "doughnuts every morning." One individual felt the need to change herself by "participating more in the life of the school."

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 5

Once again all 18 respondents answered the question which asked, "What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?" Twelve teachers answered that the students were provided with a multicultural awareness. Nine respondents mentioned that another benefit was that of "providing a tolerance and understanding of the Ukrainian culture for the students and staff." Four teachers stated that the Ukrainian teachers were "bubbly, high powered teachers." Three teachers perceived the program to "preserve the Ukrainian culture" while two other teachers felt that the cultural activities in the school were enhanced by having the Ukrainian bilingual program in School 5. Two other comments were "greater enrolment" and "the Ukrainian language is preserved."

Weaknesses of the Ukrainian Bilingual Program - School 5

Fifteen teachers answered the question "What do you perceive to be the main weakness(es) (if any) of having the Ukrainian bilingual program in your school?" Perhaps the three who did not respond may be included with the other eight teachers who felt that there were no weaknesses evident. Other single responses to this question were "additional work in programming," "busing makes pre and post school activities difficult," "lack of students in the program," "the loss of students to the French program as Ukrainian is not an official language," "the Ukrainian students only have an opportunity to use the language in a folkloric sense," "the Ukrainian students don't use Ukrainian when speaking to one another," and "there are not enough Ukrainian library materials for the students and teachers."

The Interview - School 5

The principal of School 5 had been the administrator of a dual-track school prior to his placement at School 5. The dual-track was not in second-languages, however, but in special education. He felt that the similarities between the two types of schools included a conscious effort in maintaining a cohesive staff and the "technical problems." He explained that the technical problems meant that you could not combine students of distinct language programs into one classroom. If two classes were small in number they could not be combined due to the language restrictions.

The perception of the principal regarding the benefits of

having the Ukrainian bilingual program were consistent with the teachers of the school. "The cultural activity is valued by everyone in the school." He also felt that the Ukrainian program was a "... positive for the school. I am proud of it. I'm glad we have it."

The negative features of the Ukrainian bilingual program were attributed to some of the "negative talk" by some of the parents within the school. "One particular parent has been very vocal, talking at great length to others at school and in the community about the impossibility of this program working. So it has snowballed.... The controversy [regarding split grades] is going to deter other people from enrolling their children here. Some people have been convinced that the combined class won't work and have withdrawn their children."

It follows then that the perceived major source of dissatisfaction for the Ukrainian teachers was the "controversy with the parents." The principal felt that the morale was harmed as the teachers had been publicly and very harshly criticized. Also, the teachers had high expectations of themselves and the program which causes additional stress. When asked about the possible reasoning behind these high expectations, the principal concluded that "it's more a function of the program's being small than a function of the [Ukrainian] culture."

In answering the question regarding the major source of dissatisfaction for the French teachers, the principal compared these teachers to the English department. He believed that the

same sorts of difficulties are encountered by both departments. The parental pressures that the Ukrainian teachers endured were not evident with the French department.

In terms of the climate of his school, the principal defined it by having said, "I inherited a good climate. Although I can't claim the credit, I think we are keeping it a good climate." The priorities regarding variables of school climate include goal commitment and giving teachers the freedom to take responsibility along with the credit deserved. This combination is believed to provide initiative among the teachers and although "it's risky" the process has its benefits.

The teachers and parents are involved in the budget process and the goals that are set are school goals. "The program goals are usually immersed within the school goals."

The support staff were perceived by the principal to be "absolutely vital. We are extremely fortunate here because we've got the best. They're fantastic people." The researcher's own perceptions of the general office staff and the few teachers and parents encountered were of the same positive feeling as that of the principal.

Overall, the principal appeared to be very conscious of his efforts to maintain a positive climate and to integrate the language classes as much as possible. The parents of the three language programs promote the school as a whole. The entire school sings O Canada in all three languages at assemblies and several cultural events are attended by other language programs.

Summary of the Findings for School 5

As the high school mean scores in Table 4.5 indicate, School 5 had a positive school climate. The open-ended responses indicated that the morale was high and that the staff worked cohesively. The principal was perceived as being very conscious of his school climate and seemed to be working earnestly to maintain the "inherited" cohesiveness and morale of his staff members.

This triple-track Ukrainian bilingual program school was administered with a System 4 level of leadership as the school mean scores were well within the range of 3.5 and 4.5.

Study Findings for School 6

Descriptive Information - School 6

The Ukrainian bilingual program had been in this triple-track school since 1974. The principal of non-Ukrainian descent had been at School for the past two years and an administrator with the system for 13 years. He had previously been the principal of another triple-track school. Of the 28 member teaching staff 17 teachers completed the questionnaire which included four of the five Ukrainian teachers. The Ukrainian bilingual program is the smallest of the three programs offered among English, French immersion and Ukrainian bilingual. Four of the teachers who participated in the study were male and 13 female. The average number of years in the school and school system ranged between one and 10.

Questionnaire Data - School 6

Table 4.6 displays the questionnaire items with their respective index components and their four categories: climate, leadership, intervening variables, and end results. An exploratory data analysis technique was employed to pictorially display the findings for ease of interpretation. As explained previously, the differences of the department mean scores are indicated by a +, showing a difference of .50 to .99. A difference of 1.00 to 1.49 is shown by ++ and a difference of 1.50 or greater is displayed by +++. A complete listing of mean scores and standard deviations for each department and the school is given in Table A.6 in Appendix E.

Questionnaire Data Analysis - School 6

As evidenced by the data in Table 4.6, the Ukrainian department had significantly higher mean scores than that of the French or English department. Although there were significant differences, where the other two departments were higher than the Ukrainian department, for the most part the scores were significantly higher in the latter department.

The mean scores of the index components in which the Ukrainian department was significantly higher included decision making, coordination, influence, support, team building, work facilitation, goal emphasis, encouragement of participation, trust in administrator, openness with administrator, peer relationships, conflict resolution, educational excellence, and job satisfaction.

The English department had somewhat higher mean scores in the

Table 4.6
Pictorial Representation of Department Profiles for School #6

Index Component	Item	Ukrainian n=4	English n=4	French n=6	School n=17 M
CLIMATE					
Decision Making	6	+	+		3.9
	7	+	+		3.6
	8	++		++	3.4
	9	+++	+		3.7
Communication	10		++		3.2
	11				3.9
	12				3.8
Coordination	13	+	+		3.0
	14	+	+		3.4
	15	+++	++		3.8
	16	+			4.7
Influence	17	+			4.3
	18	+			4.2
LEADERSHIP					
Support	19	+			4.5
	20	+			4.5
	21	++			4.3
Team Building	22	+			3.8
	23	+			3.8
	24	++			3.6
	25	+++			3.8
	26	++	+		3.8
	27	+++	++		3.8
	28	+			3.6
	29	+++	+		3.8
Work Facilitation	30	+			4.5
	31	+			4.1
	32			+	4.1
Goal Emphasis	33	+			3.9
	34				4.2
	35				4.3
Encouragement of Participation	36	+++		++	3.5
	37	+++		++	3.6
	38	++		++	3.4

continued...

Table 4.6 continued

Index Component	Item	Ukrainian n=4	English n=4	French n=6	School n=17 M
Job Performance	39				4.4
	40				4.3
INTERVENING VARIABLES					
Trust in	41				4.6
Administrator	42				4.6
	43	+			4.4
Openness	44			+	4.0
with	45	++		+	4.1
Administrator	46	+			4.2
	47	++			4.3
	48	++			4.2
	49	++			4.1
	50	+			4.1
	51	+			4.0
Peer	52	+			3.9
Relationships	53	+++			3.9
	54	+			3.7
	55	+++	+		4.0
	56	+			3.8
	57	++			4.0
Conflict	58	++		+	3.5
Resolution	59	+			3.4
END RESULTS					
Educational	60	+			4.2
Excellence	61	+			4.4
	62	+			4.2
	63	+			4.2
Job	64	+	+		4.6
Satisfaction	65	+	+		4.4
	66	+	++		4.5

.50 - .99 = +
1.00 - 1.49 = ++
1.50 - = +++

index components communication and job satisfaction. The French department's mean scores were on the whole lower in most areas except decision making and encouragement of participation.

This survey was conducted in the latter part of April and early May, 1989. During this time the school was preparing for the production of a school operetta. The Ukrainian teachers were integral in the staging and production of this presentation. The parents, administration and other teachers in the school were openly pleased with the presentation and likely expressed their pleasure with the key individuals involved. Therefore, it may be assumed, that these environmental components encouraged the positive attitudes held by the staff members and the Ukrainian teachers themselves. The high mean scores in the Ukrainian department were not found in the other five schools.

The standard deviation was seen as high in the English department in School 6. Table A.6 in Appendix E gives a complete listing of all standard deviation scores. The area of "peer relationships" was seen as the highest; some of the scores reached as high as 2.06. This indicated that among the four teachers who responded from this department, there was little agreement regarding the fixed response items.

As evidenced by the school mean scores which were between 3.5 and 4.5, School 6 was being managed with a System 4 level of leadership. As explained, the Ukrainian department teachers increased the school mean scores, although the other two departments assisted in raising the mean scores with some of the

questionnaire items.

Analysis of the Open-Ended Responses

The responses for each of the open-ended questions and their frequencies are presented separately in the following sections. The first section deals with the teachers' perceptions of their staff cohesiveness and morale and suggestions for improvement in this area. The second section discusses the teachers' perceptions of the benefits and weaknesses of the Ukrainian bilingual program in their school.

Three of the respondents did not include replies to the last two questions, however, their not answering may have indicated that there were no perceived weaknesses or that changes within the program were not warranted. One respondent removed the last two pages of the questionnaire which comprised the open-ended questions.

Another respondent, who did not complete the questionnaire, commented on the cover letter to the statement "The purpose is to provide information to help make your work situation more satisfying and productive." This person underlined this sentence and commented, "I don't think that an M.Ed. student can accomplish this! Does Strembitsky know your secret?" Other similar comments were made in the first portion of the questionnaire and the only open-ended response was "More money--less work" as a solution to the improvement of staff cohesiveness and morale of the school. This respondent's questionnaire was not discussed in the interview with the principal.

Cohesiveness and Morale

Perceptions of the Cohesiveness and Morale - School 6

Of the 17 respondents who answered the question "All things considered, what are your perceptions of the cohesiveness and morale of your school staff?," the two most popular answers were "very good" and "we get along well." Four respondents each replied in this manner. Two participants answered "excellent" and "medium to above average." Other comments included "great," "great respect," "the Ukrainian teachers are the nucleus," "work hard to support one another," "good feeling," "O.K.," and "good cross-program coordination."

A teacher from the English department mentioned that "new staff members are welcomed by the French and Ukrainian teachers but not by the English teachers."

The less positive statement made by two teachers was "some people do more than others." Other comments included "staff is divided across language lines--even Albertan Francophones and Quebecois," "personality conflicts," "backstabbing," "new staff is not welcomed," and "some teachers are somewhat pushy."

Proposed Changes to Improve Cohesiveness and Morale - School 6

Only 14 of the 18 teachers answered the question "Given the opportunity, what would you change to improve staff cohesiveness and morale in school?" Seven teachers answered with "nothing--it's great as it is." Three respondents mentioned that "meetings should involve grade levels and not just the languages concerned." The other suggestions included "establish a buddy system in

September to exchange ideas," "more social events and general assemblies," "hire more male teachers," "prepare scope and sequence charts for both divisions in all subject areas," " have one large school event where everyone would assist eg. musical, operetta, etc.," "have Division I and Division II meetings to discuss special needs," "provide full-time teacher aides per program per division," "give everyone a raise," "committees should organize projects and not have an individual impose his/her ideas," "try to keep everyone happy," "get a younger staff," "do more together--school based activities rather than program based," and "each staff member should do more--better division of labour." Two English teachers also made the following comments on the same subject "speak English in the staffroom" and "the French view themselves as superior--no solution only a concern regarding the friction that this causes." Eight of the single responses were given by one of the Ukrainian teachers.

Benefits and Weaknesses of the Ukrainian Bilingual Program

Benefits of the Ukrainian Bilingual Program - School 6

Sixteen of the 17 teachers answered the question "What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?" Eight teachers mentioned "The Ukrainian program fosters a tolerance and respect for other cultures." The response which three individuals gave was "Ukrainians respect their heritage." Two participants each mentioned the positive aspects of the "exposure to a new culture" and "linguistic competence." Other responses included "students

are motivated, interesting, and generally a joy to work with," "not involved--can't say," "good home-school cooperation in the Ukrainian program," "raises the educational standards," "splits the French/English controversy," "greater enrolment translates to more funding," "adds a rich cultural heritage to the school," and "strong parental support."

Weaknesses of the Ukrainian Bilingual Program - School 6

Fourteen teachers of the 17 answered the question "What do you perceive to be the main weakness(es) (if any) of having the Ukrainian bilingual program in your school?" By including the two teachers who did not respond, 12 teachers gave the most popular answer "none." Two respondents mentioned that the "Ukrainians do not share their culture and language" which made this the second most frequent response. Other responses included "more sharing," "not involved--can't say," "lack of colourful child oriented books," and "it causes problems to implant French school."

The Interview - School 6

The principal had administered a triple-track, second-language school for nine years prior to his placement at School 6. He mentioned that the administrative challenges were similar in both schools, however, the recruitment process at his present school was not as difficult. Although other Ukrainian bilingual schools had phased out their programs, the students were more likely to remain in the English program of that school rather than transferring to the next nearest school offering the Ukrainian program.

In discussing the benefits of having the Ukrainian bilingual program in School 6, the principal believed that "it adds to the cultural mosaic of the school" and "for example, the Ukrainian concert gives the opportunity to see that culture and become familiar with it." Another mentioned was "...there is a feeling of empathy among the Ukrainian and French teachers simply because they are teachers of language as well. They often discuss how, in many cases, the French and Ukrainian languages are pretty close in many areas." He also stated that the teachers had exchanged materials if they were of a generic nature. The Ukrainian teachers were also regarded as having been musically talented and having had strong leadership capabilities with regard to the school operettas and musicals. When asked whether he thought that these characteristics might be a function of the Ukrainian culture, the principal answered affirmatively.

This principal did not see the Ukrainian bilingual program as having had any negative features. However, he remarked that it was more work for the principal. It was more costly to operate a multi-language school as "we really don't get that much additional funding." In discussing the enrolment the principal explained that "...if you have 90 grade one youngsters in a single program school that probably translates into four classes. In a dual-track or a multiple-track school, the same number of students might translate into five classes. They don't always come in neat packages."

Although it was suggested that the Ukrainian teachers be

asked directly, the greatest source of dissatisfaction among the Ukrainian teachers was perceived by the principal to be the frustration of the new Ukrainian Language Arts program. He also mentioned that Ukrainian teachers had "always worked with very little as far as a line of materials" were concerned. This concern was also mentioned by one of the Ukrainian teachers in her response to one of the open-ended questions.

The French teachers were believed to have had similar difficulties with materials. Some of the materials available to the French department were produced for the Francophone student and not for the French immersion student. This caused some difficulty with regard to appropriate vocabulary with interest level. Also, the materials were costly and poorly bound which provided for half the shelf life of the regular English books.

The French and Ukrainian parental expectations were considered to be similar as "they are by-and-large interested in education and their expectations are high." The principal further explained that "they expect the best and so we pretty well have to produce it--and we do!"

Due to the commitment of the parents in the second-language programs, their children often tend to achieve higher academically. The English department was not perceived as having been the "dumping ground" for the weaker students.

When asked whether the Ukrainian teachers felt that they were "locked in" to the program, school or grade, the principal replied, "I think that they realize that if they want to apply for

a job elsewhere, they're free to do so." He related an instance where one of his teachers had left the Ukrainian bilingual program to teach in another school in the English department. After a one year hiatus he decided to return to the Ukrainian program.

In describing the school climate the principal considered it to be "quite good and improving. I think that there is very little conflict across programs. You can sometimes have conflict within the program more than across programs." He continued with his view regarding the cohesiveness and morale and stated, "Actually, the staff of the three programs work very well together." Although languages other than English were spoken in the staffroom, the principal did not believe it to be a "major thing anymore." However, two of the English department teachers commented in their responses to the open-ended questions that English should be spoken in the staffroom.

Decision making was left "as much as possible at the teacher level. We have a lot of committees on staff. They're voluntary committees... with representation of all programs on each committee." The budget committee was assumed, by the researcher, to have kept the goals of School 6 in mind when deciding upon the allocation of funds. Therefore, decision making and goal commitment seemed to be two of the priorities for the principal and staff of this school.

When asked whether the principal perceived the few conflicts that may have arisen to be a function of the department, culture, or individual differences, he observed that "It's more individuals

than anything else. I really don't see the conflict across programs and I don't think the staff really feels that. As an administrator I have to be careful about being perceived as fair to all programs. Not only do you have to be fair, you have to be perceived as being fair, too."

The support staff were appreciated as having been a benefit to the overall cohesiveness of the school. No one program was "oversold" by the secretaries or the principal-- "...even if one program is lacking in numbers. No matter what program they're [potential students/parents] in, I'll give them a taste of the other programs. I don't want to be perceived as selling a certain program."

The principal was asked whether a Ukrainian bilingual program should be in a single-track, dual-track, or triple-track school. His preference was a triple-track "maybe simply because I'm used to it." He expanded with,

> If your sole purpose in educating a child is language acquisition in the target language, then certainly a single-track school would be best. But I don't think that's all there is to education. There's a lot more to it than that. It's also getting along with other cultures and languages.

In addition to the 11 basic questions asked of the principal, several other integral topics were discussed. Conflicts were perceived to be a function of an individual's personality and not necessarily a function of culture. However, the Ukrainian teachers were believed to be quite artistic and commanded good leadership skills. These characteristics were attributed to the Ukrainian culture.

According to this principal Ukrainian bilingual program should be offered in a triple-track school to provide the students with an understanding of other cultures and languages. His judgment was that language acquisition of the target languages, either French or Ukrainian, was not the sole priority of an education.

Summary of the Findings for School 6

The school mean scores in Table 4.6, which were between 3.5 and 4.5, indicated that the school had been managed with a System 4 level of leadership. Overall, the Ukrainian department teachers showed the highest mean scores of the three departments although the English and French departments also had higher mean scores in some of the index components. The high Ukrainian department mean scores may be attributed to the environmental component of the Ukrainian teachers having produced a high-profile production for the school. Their participation was integral to its success and were likely seen in a positive light due to their efforts. The Ukrainian teachers exhibited the highest mean scores of all six schools in this study. The open-ended responses showed that the staff worked as a cohesive unit and that the morale was high.

The interview tended to support some of the statements made by the teachers in the questionnaire and open-ended responses. The principal was conscious of the situation regarding the cohesiveness and morale and saw the Ukrainian bilingual program as an asset to the school. The Ukrainian teachers were perceived as being a positive resource to the overall school as they

exemplified strong leadership capabilities and were talented in the arts area.

The principal also felt that a single-track school would be best for language acquisition of the target languages of French and Ukrainian, however another important focus was to network with other languages and cultures to provide for a solid understanding of them. This principal believed that with the exposure to other languages and cultures, a student received a more complete education.

Summary of Chapter 4

The data from the six schools in this study were used to examine the school elements in terms of the school climate, staff cohesiveness, staff morale, and the System or leadership level.

The statistical data were pictorially displayed using an exploratory data analysis technique for ease of interpretation. The findings were discussed in the section subsequent to the table.

The open-ended responses were addressed separately and all responses and their frequencies were reported. The first question explored the attitudes toward the cohesiveness and morale of the staff. The respondents were also requested to provide solutions to improve staff cohesiveness and staff morale. The two other questions had the participants discuss the benefits and weaknesses of having the Ukrainian bilingual program in their school. In most cases more than one answer was given per question.

The interviews with the male principals of the six schools

incorporated 11 basic questions. Demographic questions, benefits and weaknesses of the Ukrainian bilingual program in each school, perceptions of the school climate and cohesiveness and morale, variables of school climate and their priority, major sources of dissatisfaction for the second-language teachers, and the role of the support staff were all discussed in each interview. In addition to these basic questions, the researcher requested specific comments regarding the statements made by the teachers in the open-ended responses. The interviews were conducted after the questionnaires had been collected and the results tabulated.

As indicated in this chapter, five of the six schools were shown to have been functioning at the System 4 level of leadership as their school mean scores were between 3.5 and 4.5. School 4 was distinct as it the school mean scores were between 2.5 and 3.5 and therefore administered with a System 3 level of leadership.

A more complete and detailed comparison of the six schools in this study is presented in the following chapter.

Chapter 5

COMPARISON OF THE SIX SCHOOLS

Introduction

This chapter combines the data analyzed in the previous chapter. A comparison of the departments and schools in terms of the questionnaire data, open-ended responses, and interviews with the principals of each school is presented. The concluding summary addresses the problems of the study in terms of the findings.

Comparison of the Questionnaire Data

As indicated by the data in the six tables in the preceding chapter, the teachers' perceptions of school climate were rather similar. Except for School 4, which was significantly lower in mean scores than the other five, the schools appeared to be similar in their expressions of the staff cohesiveness, staff morale, and leadership style of their respective schools.

School 1 had only one department and consequently did not have the same statistical data as the other five schools. Schools 2 and 3 were similar in that the Ukrainian department teachers' mean scores were slightly lower than those of the English teachers. School 5 did not show any significant differences among the three departments in terms of the questionnaire data. The Ukrainian, English and French teachers were similar in their perceptions of the fixed response items. The Ukrainian teachers in School 6 showed higher mean scores in most of the index components than the teachers in Schools 1 to 5. Although this

school demonstrated high overall mean scores, the Ukrainian teachers had significantly higher scores than the other two departments in the school.

School 6 was different from the other schools in one respect. One of the teachers explained that "the Ukrainian teachers were the nucleus of the school" and the principal found these teachers to be hard working, talented in the arts area, and exhibited strong leadership capabilities. Environmental components at the time of the survey may have affected the perceptions of the staff members and the Ukrainian teachers themselves.

The teachers in School 4 provided lower school mean scores than the other five schools. The Ukrainian department of School 4 also supplied lower mean scores than the English teachers in the same school. The open-ended responses and the principal's interview provided several of the reasons behind these lower mean scores and the justification behind the Ukrainian teachers supplying the lower mean scores in the fixed response items. These reasons included the great number of administrative changes over the past four years, the lack of teacher mobility within the Ukrainian program, the high expectations of the Ukrainian teachers of parents, curriculum, community, church and Central Office, and the lack of teacher and student resources.

Five of the six schools analyzed were believed to have been managed by a System 4 style of leadership. School 4, however, was perceived by the teachers as having been administered by a System 3 style of leadership.

Figures 5.1 - 5.6 on the following pages show a pictorial representation of the six schools' mean scores. To provide a distinct school mean score, the 17 department questions which were counterparts of the original school questions were eliminated. Therefore the remaining 44 items combine to provide the profile of each of the schools. These profiles are shown in terms of Rensis Likert's Management systems which were determined by the school mean scores. As mentioned in the previous chapter, if a majority of the school mean scores were between 3.5 and 4.5 the school was determined to have been functioning under a System 4 level of leadership. As Sergiovanni explains, "Peaks represent unusually strong qualities of the school's climate. Dips, by contrast, suggest areas where improvements are needed" (1987, p.268).

Comparison of the Open-Ended Responses

Table 5.1 shows the number of teachers who responded to each of the open-ended questions in each of the schools. As evidenced by the table, the total number of respondents did not necessarily provide answers to all four open-ended questions. Table 5.2 shows the number of answers given per question in each school. The first question is divided among the positive and negative responses given with regard to the cohesiveness and morale of the staff members. The percentages show the proportion of positive to negative answers within each school. The responses which were not clearly positive reactions were categorized with the negative responses. Schools 3 and 4 had one response each in this vague classification. These specific comments were "We're a group not a

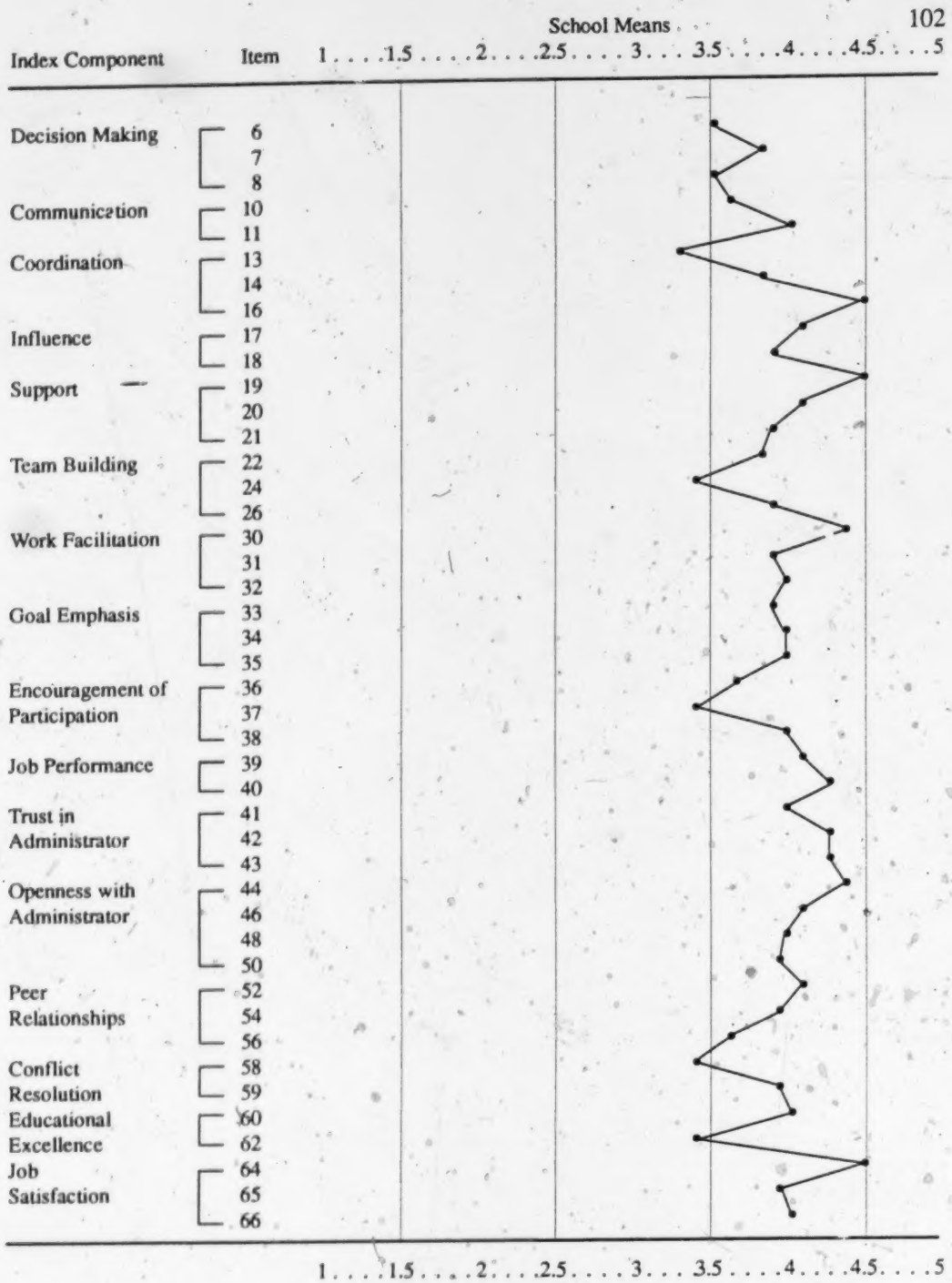

Figure 5.1

Profile of School 1

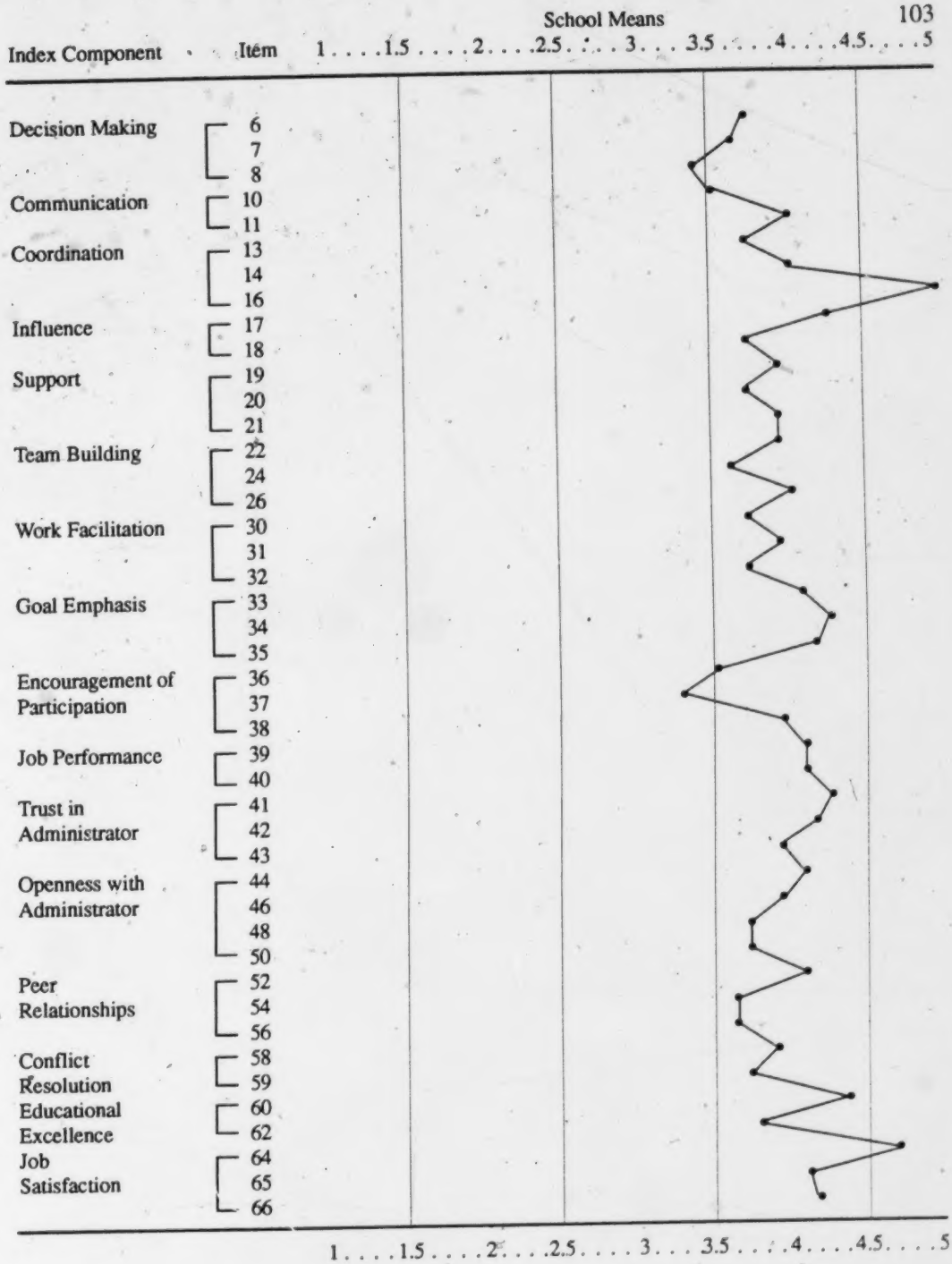

Figure 5.2

Profile of School 2

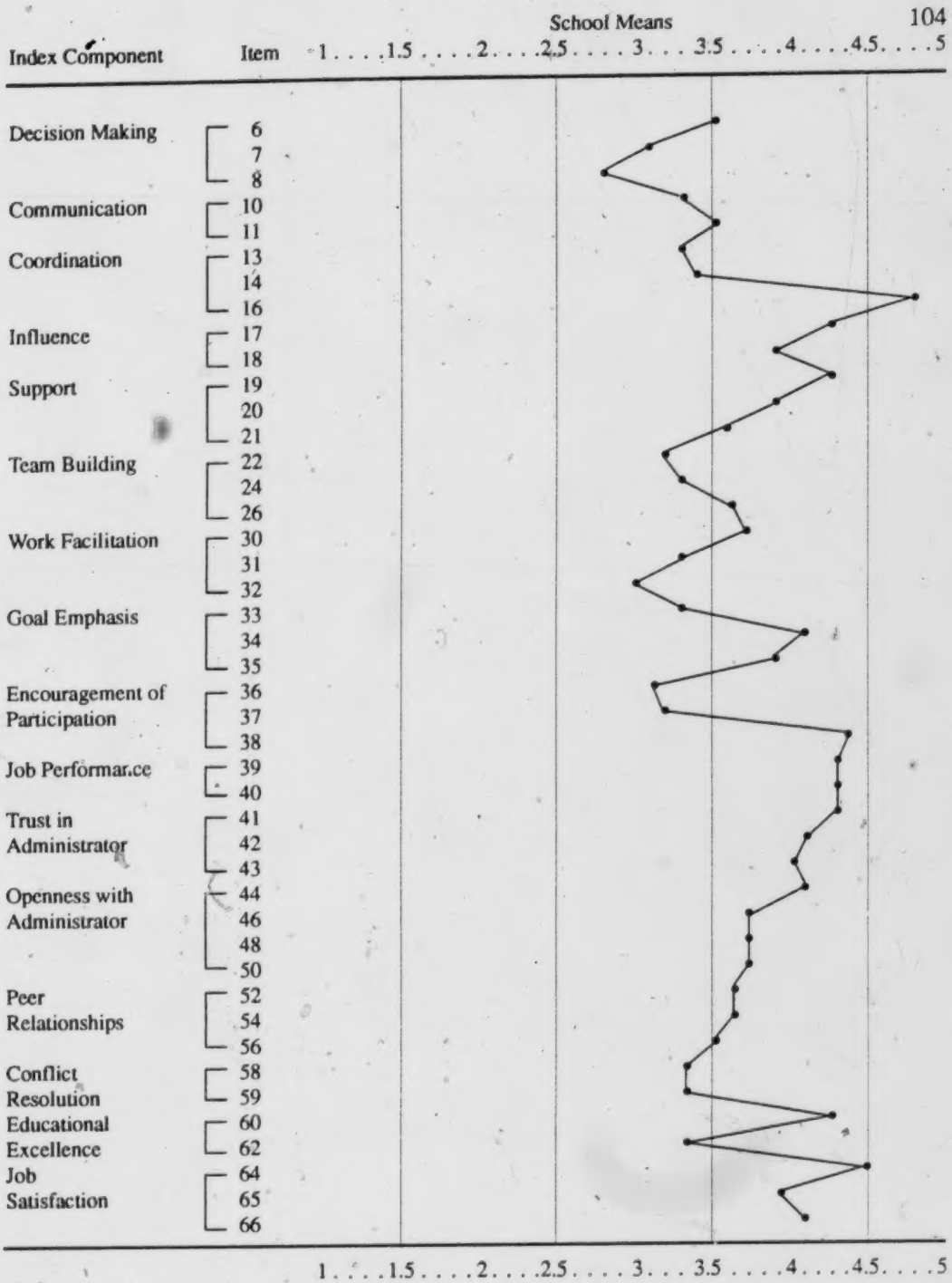

Figure 5.3

Profile of School 3

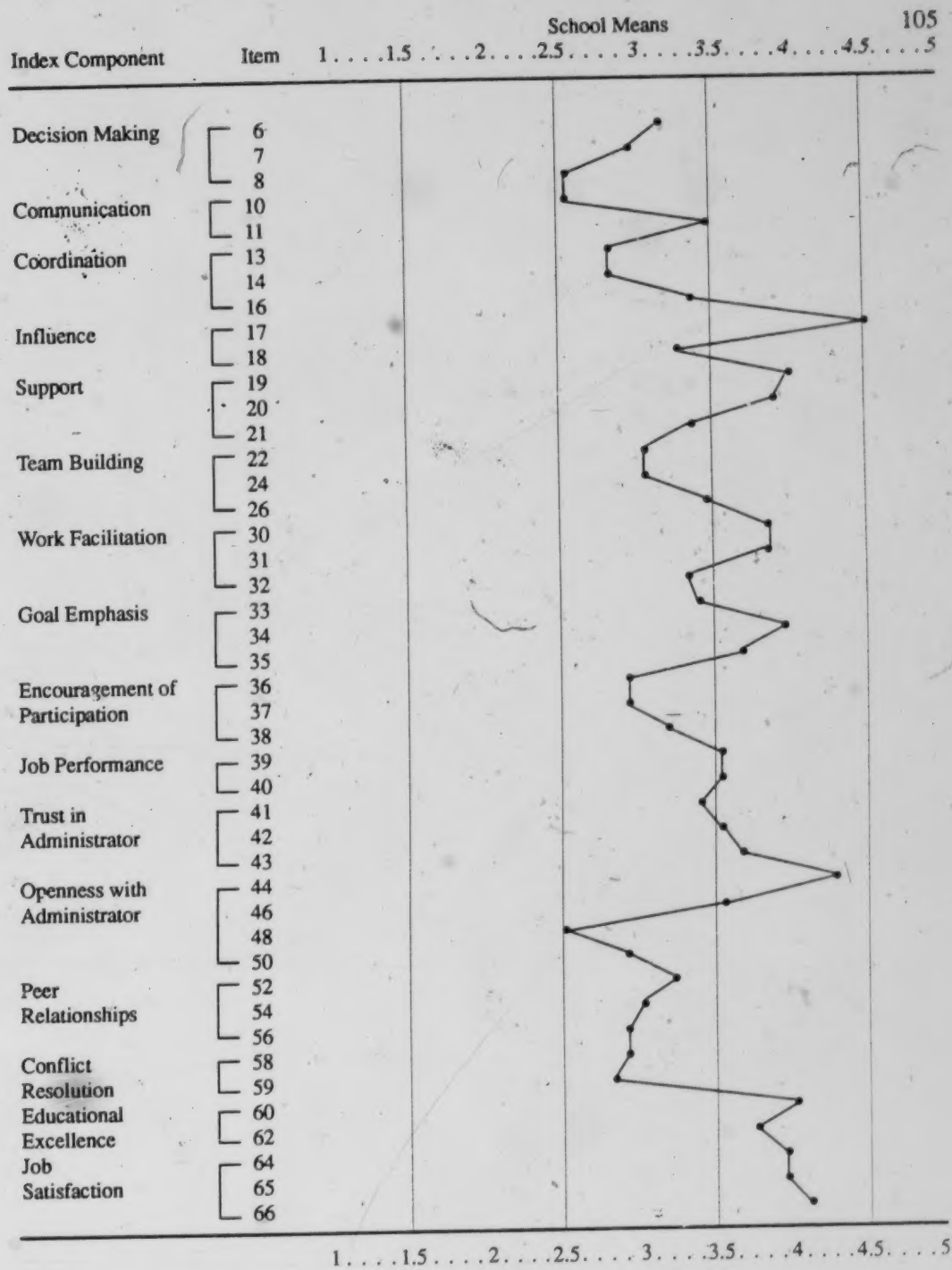

Figure 5.4

Profile of School 4

Figure 5.5

Profile of School 5

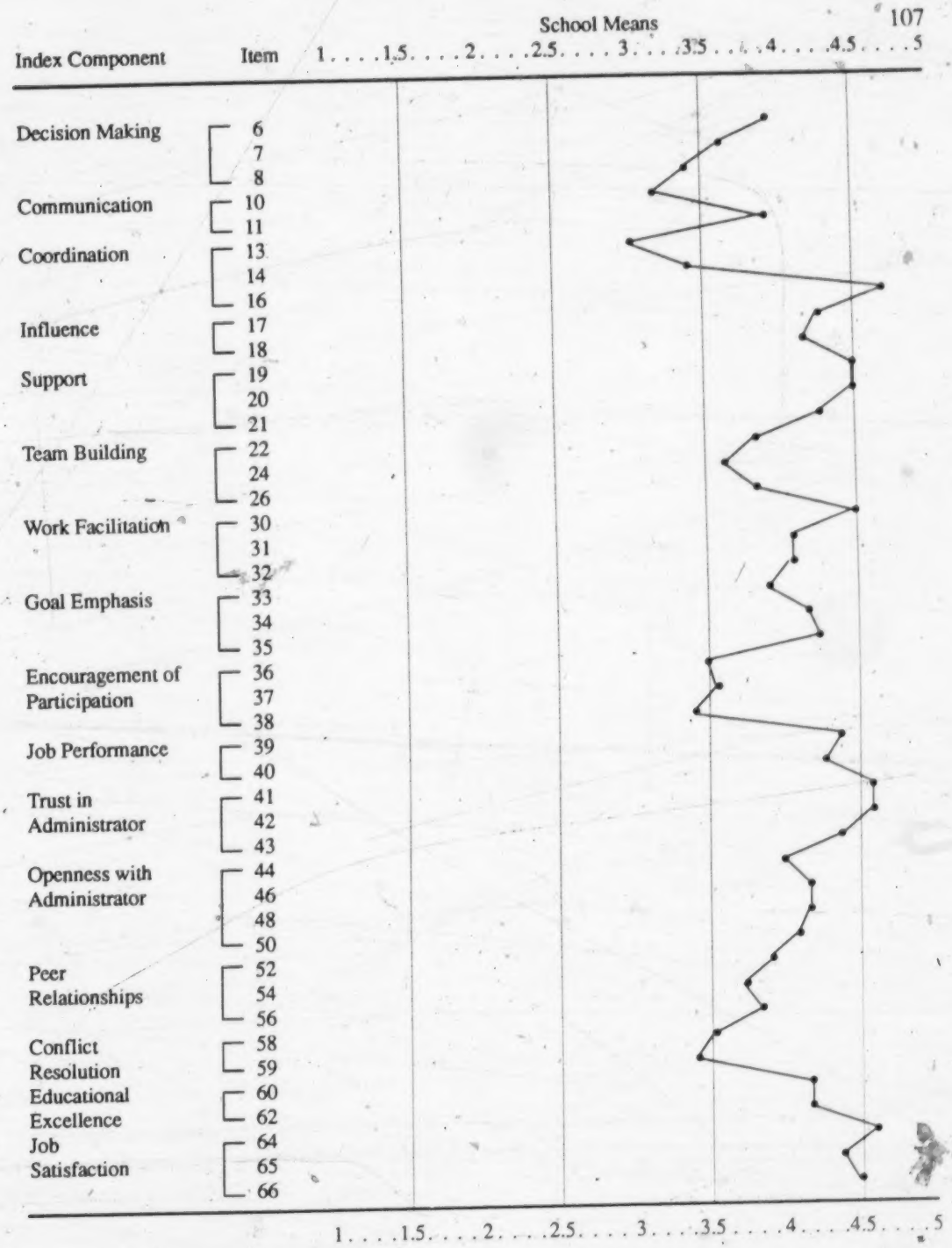

Figure 5.6

Profile of School 6

Table 5.1
Number of Open-Ended Respondents by School

	Schools					
Question	1	2	3	4	5	6
Cohesiveness and Morale	8	15	14	10	18	17
Improvement of Cohesiveness and Morale	7	13	13	7	15	14
Benefits of the U.B.P.	7	15	14	9	18	16
Weaknesses of the U.B.P.	7	14	13	9	15	14
Total of respondents per school	8	15	16	10	18	17

U.B.P. = Ukrainian bilingual program

Table 5.2
Number of Open-Ended Responses by School

Question	Schools 1	2	3	4	5	6
Cohesiveness and Morale						
Positive Responses (%)	13 (87%)	13 (68%)	17 (77%)	3 (16%)	25 (100%)	19 (70%)
Negative Responses (%)	2 (13%)	6 (32%)	5 (23%)	16 (84%)	0 (0%)	8 (30%)
Total # of Answers	15	19	22	19	25	27
Improvement of Cohesiveness ard Morale	10	15	26	13	17	26
Benefits of the U.B.P.	15	22	25	11	32	23
Weaknesses of the U.B.P.	7	19	16	10	15	17
Total of respondents per school	8	15	16	10	18	17

U.B.P. = Ukrainian bilingual program

family" and "there are good people with too great a workload."

The first question dealt with the perceptions of the cohesiveness and morale of their school. The next question analyzed requested suggestions regarding the improvement of cohesiveness and morale in the respondents' school. The teachers were also asked to discuss the benefits and weaknesses respectively of the Ukrainian bilingual program in the school. As shown by Table 5.2, for each of the questions, more than one response was given.

In response to the question "All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?" a total of 82 of the 84 teachers answered. Most of the responses were positive in each of the schools, except School 4. Most of the teachers (84%) in School 4 commented negatively to this question. Schools 2 and 6 were similar in their percentages of positive to negative responses and Schools 1 and 3 were somewhat comparable although School 3 was 10% lower in the positive responses and 10% higher in the negative responses. All of the schools except for School 5 had at least two negative comments with regard to the cohesiveness and morale in their school. School 5 may therefore be seen as the most positive about their staff members' cohesiveness and morale. School 4 was clearly the most negative in the same area.

The replies given by the teachers of the six schools were rather similar from one school to the next in regards to the benefits and weaknesses of the Ukrainian bilingual program in the

schools. The benefits of having the Ukrainian bilingual program in each of the schools were seen as similar in the teachers' responses. The appreciation, awareness, tolerance and/or understanding of the Ukrainian culture and other cultures was the most common answer given in all six schools. Although Ukrainian language acquisition was also mentioned as a benefit of the program in some of the schools, this was not the primary focus. Other frequent responses in each of the schools included greater parental involvement, raised enrolment, an academic challenge for the students, the Ukrainian teachers were an asset to the school, raised the academic average of the school, and the students were motivated and a joy to work with.

Weaknesses associated with having a Ukrainian bilingual program were also similar among schools. However, the most frequently mentioned weaknesses were not always the same for each school.

The most common response was the great demands placed on the teachers due to lack of resources. A great number of the teachers perceived no weaknesses evident in having the Ukrainian bilingual program in their school.

Two teachers in School 1, the only single-track school, were concerned about the school causing "tunnel vision for the students." This was not a consideration in any of the other schools.

The teachers in School 2 felt that the students were segregated as a function of the two distinct departments.

Although this same apprehension was shown in School 3 the key difficulty seemed to be the segregation in terms of academic achievement levels. Three English teachers perceived their department as the "dumping ground" for the lower achieving Ukrainian students who were transferred to the English department when they were not coping academically in the Ukrainian program. These teachers also mentioned that the parents of these English department students were also resentful of this "dumping" process.

Although teachers in School 4 also perceived the students to be segregated, an additional difficulty was the polarization of the two department staffs. There was a perceived resentment by the English teachers for the special treatment believed to have been given the Ukrainian teachers.

Teachers of Schools 5 and 6 concurred with the two responses most frequently mentioned by the teachers in the other schools. Both schools however, gave "no weaknesses" as their number one answer. The second was the lack of resources. A number of teachers in School 5 were also concerned about the enrolment in the Ukrainian bilingual program as it had the smallest of the three programs.

Comparison of the Interview Responses

All of the interviews were perceived by the researcher to be interesting and informative. Each principals was aware of the state of the school's climate and of their staff's cohesiveness and morale. Each was also in agreement with the teachers in their school with regard to the benefits and weaknesses of having the

Ukrainian bilingual program in the school.

Two of the principals had previously been principals of dual-track schools with E.S.L. or special education as the second program offered. Both felt that the needs in a second-language school as contrasted with the special needs program were different. The second-language school had curriculum needs, high parental expectations, and a shortage of resources which were not characteristic of the special needs program. One principal had administered a triple-track school prior to his placement in School 6 and found the administrative demands in both schools to be similar.

Of the six male principals in the study, two were of Ukrainian descent. Four schools had Ukrainian assistant principals. Some of the principals suggested that their ethnicity generated unique expectations among a number of the Ukrainian teachers and parents. If the principal was of Ukrainian background, it was assumed that he should understand the needs of the Ukrainian teachers and parents. When he did not comply to a request, he was considered to not be supportive of his heritage by some of the aforementioned stakeholders. If the principal was not of Ukrainian descent, and did not comply with the wishes of Ukrainian teachers and parents, it was determined that he was "not one of us" and therefore he could not be expected to realize the importance of the request.

Only one principal assumed there to be a competition among the Ukrainian bilingual programs in his district. The other two

principals in this system did not express a similar concern. Perhaps this impression was given to him by his dissatisfied Ukrainian teachers in this school which had the most staff cohesiveness difficulties in the study. The principal, however, was intent on alleviating the difficulties by ensuring that the Ukrainian bilingual program was promoted rather than the specific school offering the program in the district.

The great demands associated with the parents, program, community and curriculum were seen as the greatest source of dissatisfaction among the Ukrainian teachers in each of the schools. The principals agreed with their teachers for the most part that the lack of resources and materials was a problem. In one district, two of the three principals believed that the lack of mobility was another source of dissatisfaction for teachers in the Ukrainian bilingual program. The teachers in the one school where this was not perceived to be an obstacle, seemed to be pleased with their placements and were not concerned about transferring to another school or leaving the Ukrainian bilingual program.

The principals in Schools 5 and 6 both agreed that the French teachers were more comparable to the English teachers than to the Ukrainian in that they did not face the same sources of dissatisfaction as the last-mentioned group. The materials and resources were somewhat of a problem but not to the extent that they were in the Ukrainian program. Also, the expectations of the parents in the Ukrainian department were perceived to be greater

than those of parents who had children in the French department.

In commenting on their school's climate, staff cohesiveness, and staff morale, five of the principals were quite positive. The principal of School 4 was aware that the climate in his school was rather "tense" and that the cohesiveness and morale were quite poor. He also mentioned that "there's a lot of room for improvement." All six principals attributed any difficulties in this area to individual personalities of staff members rather than to the presence of the Ukrainian bilingual program in their school.

A variety of school climate variables were considered to be priorities by the principals and their staffs. Goal commitment and decision making were mentioned as priorities in most schools in the study. Goal commitment was mentioned by the principals of schools 1, 3, 5, and 6. Decision making was mentioned as a priority for schools 1, 2, 3, and 6.

The principal of School 1 also included working as a team, discipline, and conflict resolution as important variables of school climate. The principal of School 2 mentioned honesty, faith in one another, and commitment to one's job. Aside from stating that goal setting and decision making were important factors, the principal of School 3 stated that "job satisfaction as an end result makes for a good school climate." The principal of School 4 felt that the teachers were to "cooperate, work together and help one another." He explained that his role as principal was to be supportive and "to help correct situations."

The principal in School 5 explained that the teachers were given the freedom to take responsibility along with the credit deserved. Goal commitment was also integral for this principal and staff.

The principal of School 6 agreed with the majority of the principals and found decision making and goal commitment were key school climate variables.

All of the principals agreed that the support staff were important in fostering cohesiveness and positive morale among the staff. The principals in general were pleased with the manner in which their teaching assistants, school secretaries and custodial staff met the needs of the staff and consistently promoted the school. In five of the six schools the secretaries were found to be pleasant and helpful. School 1 had experienced some difficulties with their secretary but the problem had been overcome.

In School 4, which was experiencing staff cohesiveness and morale difficulties, one of the support staff members was found to be less than cordial as was desired by the principal. However in that school district, principals were not permitted to hire their own support staff so the principal was not able to change the placement.

Overall the principals in each of the six schools in the study were aware of the climate of their school, the level of staff cohesiveness and staff morale, the major sources of dissatisfaction among the Ukrainian teachers, and the role of

support staff. Although School 4 had been perceived as having had difficulties in each of these areas, the principal was cognizant of the problems and was attempting to alleviate them. All six principals were found to be approachable and understanding individuals. Their prime concern was for the best possible education for students in all departments. They were sensitive to the needs of the teachers and appeared to be making strides in maintaining or improving staff cohesiveness and staff morale.

Summary of Chapter 5

Based on the data presented, Ukrainian bilingual program schools have positive school climates. Only one of the six schools was perceived as having difficulties with staff cohesiveness and staff morale.

According to Likert's theory, "school principals initiate actions that have consequences for school effectiveness" (as cited in Sergiovanni, 1987, p. 265). Likert identified five distinct patterns of management. As explained in Chapter 2, much research has demonstrated that schools with a System 4 style of leadership are the most effective. Five of the six schools were perceived to have been operating under System 4 leadership. The school mean scores for these five schools were well within the 3.5 to 4.5 range. School 4 was the only school determined to be a System 3 school. For this school the mean scores ranged between 2.5 and 3.5. Overall, the majority of Ukrainian bilingual program schools were being managed by what Likert deemed to be the most effective style of leadership possible. It then follows that these schools

may also be perceived as having been effective.

The fixed item response data reveal there was high agreement among the teachers in each of the schools. The exception was in School 4 where the standard deviation for individual items was consistently high, indicating a low level of agreement.

The open-ended responses data were also quite uniform on a school by school basis. In addition, although the rank order was not always the same, in most cases the same responses were given in each of the schools. For example, many teachers gave the response "provides a multicultural awareness" when asked to state the benefits of the Ukrainian bilingual program in their school. This response was the most frequently given in some of the schools but not in others.

Interviews with the principals tended to corroborate the teacher data. It seemed that each principal was aware of the school climate in his school. This awareness extended to perceptions of staff cohesiveness and staff morale, benefits and weaknesses of the Ukrainian bilingual program, sources of dissatisfaction of the Ukrainian and/or French teachers and the role of the support staff. The principals were all aware of the variables and conditions in their schools contributing to or detracting from a positive school climate. Goal setting and decision making were two of the more significant of these. Others were team work, discipline, conflict resolution, honesty and faith in one another, job satisfaction, responsibility, and positive reinforcement.

Based on the three types of data collected and analyzed, Ukrainian bilingual program schools have positive school climates, as perceived by the teachers and principals in them. For the most part, the staff members in these schools worked as cohesive units. Good staff morale was apparent. All six principals were cognizant of the climate conditions in their respective schools. Through their fixed item responses, the teachers indicated that the type of school climate found was directly attributable to the leadership provided by the school principal.

Chapter 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides an overview of the entire study, beginning with a statement of the problem, followed by a review of the methodology and then a brief recap of the major findings. Discussion of the findings is centred around school climate, staff cohesiveness, staff morale, level of leadership, differences among departments within the schools, and differences among the six schools. Conclusions are drawn from the findings and recommendations made for district administrators and school principals of Ukrainian bilingual program schools.

Statement of the Problem

The purpose of this study was to examine school climate, staff cohesiveness, and staff morale in single-track, dual-track, and triple-track Ukrainian bilingual program schools. This study ascertained the extent to which Ukrainian bilingual program schools have positive climates, and explored the relationship between school climate and the system, level, or style of leadership. The strengths and weaknesses of the Ukrainian bilingual program were investigated to determine whether the program itself affected the school climate.

Study Methodology

The primary instrument used in this study was an adapted version of Rensis Likert Associates, Inc. Profile of a School, Staff Questionnaire. Department and school mean scores as well as a pictorial display were used for reporting the quantitative data.

The level of leadership or Likert System under which the school was functioning was determined by the school mean scores for climate, leadership, intervening variables, and end results on the adapted POS instrument. This approach allows schools to be categorized as System 1, 2, 3, or 4 schools. The whole number among the majority of the school mean scores was the basis for determining the System or level of leadership. To compare the schools in the study a profile of only the school mean scores of each of the index components were used. These profiles showed the range of school mean scores in graph form.

The responses for each of the four open-ended questions were coded by the researcher and tabulated for each department and school. Comparisons between and among departments and schools were then made.

Semi-structured interviews were conducted with the principals of the schools to explore matters related to their school's climate and to check principals' agreement with the statements made by the teachers. The interviews were transcribed and the transcriptions coded to enable comparisons to be made with the teacher responses.

Findings of the Study

The data revealed that Ukrainian bilingual program schools did have positive climates. Only one of the six schools was perceived as having had difficulties with staff cohesiveness and staff morale. The other five schools appeared to have cohesive staffs and high staff morale. This was supported by the mean

scores obtained on the POS for each of the schools.

The questionnaire and interview data showed that having the Ukrainian bilingual program in the school did not affect the school climate directly. All of the principals agreed that the characteristics of individuals rather than of the departments were responsible for the school climate. Although the Ukrainian bilingual program was perceived by the teachers and principals to have had benefits and weaknesses, the program itself was not considered to have positively or negatively affected school climate, staff cohesiveness, or morale.

The strengths or benefits of having the Ukrainian bilingual program in the school were perceived to be similar by the teachers and principals of each of the six schools in the study. Specific benefits identified included preserving and maintaining the Ukrainian culture and language, providing the students with an academic challenge, increasing the enrolment in these schools, and fostering a tolerance and understanding of another culture. The principals also mentioned that the Ukrainian bilingual program teachers were hard-working, dedicated and committed individuals, thus enhancing their contribution to the school.

The weaknesses of the Ukrainian bilingual program and the major sources of dissatisfaction among Ukrainian teachers were also examined in the open-ended questions and the interview data. Most of the teachers and all of the principals mentioned that the Ukrainian bilingual program was very demanding in terms of time commitment by the teachers. Some of the principals also mentioned

that Ukrainian bilingual teachers were not given the opportunity to move within the district. Some of the teachers appeared frustrated by this lack of mobility. The principals and teachers also agreed that the program suffered from a shortage of resources. Some of the Ukrainian bilingual program teachers also appeared to be experiencing loss of enthusiasm for their jobs associated with the phenomenon commonly known as teacher burnout. Analysis by department revealed the lower mean scores for the Ukrainian teachers in most of the schools in the study. The English teachers exhibited higher mean scores in most of the schools. The major difference among departments was that the Ukrainian teachers showed a perceived lower level of operational functioning within the school climate than their counterparts in most of the schools. Another major weakness perceived by the teachers in most of the schools was that the students were segregated as a function of having the Ukrainian bilingual program in the school.

The fixed item responses, open-ended responses, and interview data showed that for the most part the six schools were similar in the perceptions of school climate, staff cohesiveness, morale, and level of leadership. Only one school was seen as having difficulties with its staff cohesiveness and morale. This same school was also perceived as having a "lower level" of leadership than was present in the other five schools.

The level of leadership exhibited by the principal was examined in terms of Likert's Systems of Management. Five of the

six schools had school mean scores that fell between 3.5 and 4.5 and so were perceived as functioning at the System 4 level of leadership. As explained in the related literature, much research has demonstrated that Likert's System 4 level of leadership is related to effective schools. This System is purported to be the most democratic as it is based on the participative group model. Decision making is accomplished by group processes. Communication is multi-directional and tends to be accurate. This System taps all of the major positive motive sources, including motivational forces which arise from group processes. Little use is made of fear or coercion and as a result, attitudes are quite favourable. Only one school in this study, School 4, was functioning under a System 3 level of leadership. This was the school mentioned above that was perceived as having staff cohesiveness and staff morale difficulties. Likert and Likert state that "...the organizational climate experienced by a particular work group or by a particular hierarchical level in an organization is determined primarily by the leadership behaviour of the echelons above it" (1976, p.103).

Conclusions

The following conclusions were drawn from the findings of the study and associated discussion.

1. The presence of a Ukrainian bilingual program in a school does not appear to affect the school climate positively or negatively. It was found that the characteristics of individual staff members, not the program, influenced school climate, staff cohesiveness, and staff morale.

2. The strengths associated with having the Ukrainian bilingual program in a school included preserving the Ukrainian culture, language, and traditions; fostering a tolerance and respect for another culture; increasing the school's enrolment; increasing parental involvement; and providing academic challenge for students.

3. The demands of the program, in terms of the lack of resources and time commitment, were found to result in the Ukrainian bilingual program teachers' sense of frustration in achieving the high expectations that they held for their program. The teachers' lack of mobility within or outside of the Ukrainian bilingual program compounded this difficulty. These factors were considered to be the major weaknesses of having the Ukrainian bilingual program in a school. The segregation of students as a function of having a Ukrainian bilingual program in the school was perceived to be another weakness.

4. The findings of this study support the literature that principals affect school climate, staff cohesiveness, and morale through the style of leadership exhibited.

Recommendations

Based on the findings and the conclusions of the study, a number of recommendations were drawn for principals of schools and administrators of districts where Ukrainian bilingual programs are found. The next pages list a number of illustrative recommendations for consideration by district-level administrators.

Recommendations for District Administrators

1. Ukrainian department teachers should be allowed to move within the program if they are to remain effective. Teaching in another grade or in another school may provide the change needed to provide a recess from the high demands associated with the program. A complete break from the Ukrainian bilingual program may also be necessary for those personnel who are highly stressed.

2. In keeping with the preceding suggestion, it is also necessary for district administrators to supply the principals of their Ukrainian bilingual program schools with a large pool of candidates from which to choose their Ukrainian bilingual program teachers. Because school climate was seen in this study to be directly affected by the characteristics of individual staff members, personnel must fit with the remainder of the staff if a cohesive unit with high staff morale is to be achieved. It is necessary for the teacher's personality to be considered in addition to his/her second-language proficiency.

3. Lack of appropriate resources and materials were mentioned in each of the schools as a source of dissatisfaction for the Ukrainian teachers. Since resource materials are limited, teachers are required to produce some of their own materials. Incentives such as secondments or the provision of substitute teachers might be arranged for teachers willing to prepare materials for the Ukrainian bilingual program. Faculty and students from Slavic departments at universities might be sought to help in the development of such materials. Various incentives

for their involvement should be explored. For example, graduate and undergraduate students might be given course credit for such work.

4. Noteworthy was the high positive climate and favourable views of the principals and teachers in the triple-track bilingual schools with respect to their fostering tolerance and understanding of other cultures. The segregation mentioned in some of the dual-track schools was not evident in the triple-track schools. On this basis, triple-track schools are recommended.

Recommendations for School Principals

Two recommendations have been identified for principals who administer Ukrainian bilingual program schools:

1. Ukrainian bilingual program teachers were perceived by all of the principals in this study to be hard-working, dedicated, and committed. Principals should continue to provide these teachers with positive reinforcement for their extra efforts. Praise and positive reinforcement generally should not be limited to the Ukrainian teachers. As the principal in School 6 stated, "Not only do you have to be fair, you have to be perceived as being fair."

2. The principals who administer Ukrainian bilingual program schools would benefit from the establishment of an association that would facilitate networking among principals and others associated with Ukrainian bilingual programs across districts as well as within each school district.

Recommendations for Further Research

This study of Ukrainian bilingual elementary schools was the first of its kind to examine school climate in Ukrainian bilingual program schools. Some possible areas for further research are suggested by the findings of this study.

1. A parallel study could be undertaken in a junior or senior high school. A comparison of the data may be beneficial in determining the variables distinctive to the different types of Ukrainian bilingual program schools.

2. Other reference groups such as students or parents of the students in Ukrainian bilingual program elementary schools could be involved in a study of these schools. For example, versions of the POS questionnaire exist for use with such populations. A study involving parents and students would add another dimension to the assessment of school climate in these schools.

3. A study to determine the causes for the apparent segregation among students in some dual-track schools and the apparent lack of such segregation in triple-track schools might shed further light on the differences identified between these two types of bilingual program schools. On the basis of the findings of such a study perhaps firmer recommendations about dual-track versus triple-track schools might be developed.

4. The adapted POS, Staff Questionnaire used in this study might be employed to examine the school climate of School 4 in a few years. Changing the teaching staff and maintaining the same principal over time may identify which factors contribute to the

development of a healthier climate within this same school.

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APPENDIX A
COPYRIGHT PERMISSION LETTER FOR USE OF POS

RLA Rensis Likert Associates, Inc.
Consultants in Organization Diagnosis and Human Resource Development

March 7, 1989

Terry Mucha
Department of Educational Administration
7-111 Education Centre, North
University of Alberta
Edmonton, Alberta, T6G 2G5
CANADA

Dear Ms. Mucha:

Rensis Likert Associates, Inc., is pleased to grant you permission to use questions from the ***Profile of a School*** Staff Questionnaire in your master's thesis.

We have received the working copy of the questionnaire: it looks good. In addition to the acknowledgement of permission, please include the copyright information from the questionnaire.

We look forward to receiving a final copy of your report. It need NOT be a bound copy.

Enclosed are the materials you requested.

Sincerely,

Raymond C. Seghers

Raymond C. Seghers
Senior Associate

Suite 401 Wolverine Tower, 3001 S. State Street, Ann Arbor, Michigan 48104-7352 • (313) 769-1980
• Ann Arbor • Stamford • San Francisco • Honolulu •

APPENDIX B
QUESTIONNAIRE COVER LETTER

PROFILE OF A SCHOOL
STAFF QUESTIONNAIRE

I appreciate your answering the questions in this booklet. The questionnaire is designed to collect information about how people in your school work together. The purpose is to provide information to help make your work situation more satisfying and productive. Therefore, it is important that you answer each question as thoughtfully and frankly as possible. It is also imperative for accurate statistical analysis that you answer ALL OF THE QUESTIONS!

This is not a test, and there are no right or wrong answers. Your individual responses will not be identified. The completed questionnaires are processed by automated equipment. Responses are summarized in statistical form by group. To ensure complete confidentiality, please do not write your name anywhere on the questionnaire.

There are several questions that request basic employee information such as age, sex, and length of time with the organization. Your responses to these personal items will not be used to identify you. Rather, they will be used to study how different groups of people respond to the questions.

Once you have completed the questionnaire, please enclose and seal it in the envelope provided and return it to your principal. Your prompt attention to this matter is greatly appreciated. Thank you in advance for your cooperation.

Sincerely,

(Miss) Terry Mucha
M.Ed. Student
Department of Educational Administration
University of Alberta

Eugene W. Ratsoy
Professor
Department of Educational Administration
University of Alberta

APPENDIX C
PROFILE OF A SCHOOL STAFF QUESTIONNAIRE

QUESTIONNAIRE INSTRUCTIONS

Most questions have five possible responses. Please record your answers by circling one of the numbers next to each question. If none of the choices matches your perception exactly, use the one that is closest to it. **PLEASE COMPLETE ALL OF THE QUESTIONS!** Please complete the questions which require a written response in sentence or point form.

In this questionnaire, the following terms have these definitions:

Organization - The school district which employs you.

Administrator - The person to whom you directly report. For teachers, this typically is the principal.

School Staff - All the persons in the same job function who report to the same administrator - in this case, teachers.

Department - The specific program in which you teach (for example, English program, Ukrainian bilingual program or French immersion).

Permission for use of portions of this questionnaire has been granted by RENSIS LIKERT ASSOCIATES, INC.

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48108-9990

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PLEASE CIRCLE THE APPROPRIATE NUMBER:

1. Gender

   1. Male
   2. Female

2. How old are you?

   1. 25 years old or less
   2. 26 years - 35 years
   3. 36 years - 45 years
   4. 46 years - 55 years
   5. 56 years or over

3. How long have you worked in this school system?

   1. Less than 1 year
   2. 1-5 years
   3. 6-10 years
   4. 11-20 years
   5. 21 years or more

4. How long have you worked in this school?

   1. Less than 1 year
   2. 1-5 years
   3. 6-10 years
   4. 11-20 years
   5. 21 years or more

5. Which department do you work in?

   1. English program
   2. Ukrainian bilingual program
   3. French immersion program
   4. Other (eg. resource room, music specialist, etc.)

   Please specify _____

PLEASE REFER TO THIS EXTENT SCALE GUIDE IN ANSWERING THE FOLLOWING QUESTIONS:

1 - TO A VERY LITTLE EXTENT
2 - TO A LITTLE EXTENT
3 - TO SOME EXTENT
4 - TO A GREAT EXTENT
5 - TO A VERY GREAT EXTENT

6. To what extent are decisions made at the appropriate levels for effective performance?..... 1 2 3 4 5

7. To what extent are decision makers aware of problems, particularly problems at lower levels?..... 1 2 3 4 5

8. To what extent are you involved in major decisions related to your school?..... 1 2 3 4 5

9. To what extent are you involved in major decisions related to your department?..... 1 2 3 4 5

10. To what extent is information given to the staff about what is going on in other departments, adequate?..... 1 2 3 4 5

11. To what extent does the administrator tell the members of your school staff what they need to know to do the best possible job?..... 1 2 3 4 5

12. To what extent does the administrator tell the members of your department what they need to know to do the best possible job?..... 1 2 3 4 5

13. To what extent do different departments plan together and coordinate their efforts?..... 1 2 3 4 5

14. To what extent do members of your school staff work together as a team?..... 1 2 3 4 5

15. To what extent do members of your department work together as a team?..... 1 2 3 4 5

16. How are conflicts between departments usually resolved?

1. Usually ignored
2. Little is done
3. Appealed to higher levels but not resolved
4. Resolved at a higher level in the organization
5. Worked out, through mutual effort and understanding, at the level where they appear

To what extent does each of the following groups of people influence what goes on in this school?

17. Principal..... 1 2 3 4 5

18. Teachers..... 1 2 3 4 5

19. To what extent is your administrator friendly and supportive?..... 1 2 3 4 5

20. To what extent is your administrator interested in your success?..... 1 2 3 4 5

21. To what extent does your administrator try to help you with your problems?..... 1 2 3 4 5

22. To what extent does your administrator encourage members of different departments to exchange opinions and ideas with one another?..... 1 2 3 4 5

23. To what extent does your administrator encourage the members of your department to exchange opinions and ideas?..... 1 2 3 4 5

24. To what extent do you exchange opinions and ideas with the members of the other department(s)?... 1 2 3 4 5

25. To what extent do you exchange opinions and ideas with the members of your department?..... 1 2 3 4 5

26. To what extent does your administrator encourage the members of your school staff to work as a team?..... 1 2 3 4 5

27. To what extent does your administrator encourage the members of your department to work as a team?..... 1 2 3 4 5

28. To what extent do the members of your school staff work as a team?..... 1 2 3 4 5

29. To what extent do the members of your department work as a team?..... 1 2 3 4 5

30. To what extent does your administrator try to provide you with the materials and equipment you need to do your job well?..... 1 2 3 4 5

31. To what extent does your administrator give you useful information and ideas?..... 1 2 3 4 5

32. To what extent does your administrator encourage you to be innovative in developing more effective and efficient practices?..... 1 2 3 4 5

33. To what extent does your administrator make sure that planning and setting priorities are done well?..... 1 2 3 4 5

34. To what extent does your administrator have high goals for educational performance?..... 1 2 3 4 5

35. To what extent does your administrator feel responsible for ensuring that educational excellence is achieved?..... 1 2 3 4 5

To what extent does your administrator seek and use your ideas about:

36. Academic matters?..... 1 2 3 4 5

37. Nonacademic matters?..... 1 2 3 4 5

38. To what extent does your administrator use group meetings to solve problems?..... 1 2 3 4 5

39. To what extent does your administrator handle the administrative aspects of the job well?..... 1 2 3 4 5

40. To what extent does your administrator handle the educational aspects of the job well?..... 1 2 3 4 5

41. To what extent do you have confidence and trust in your administrator?..... 1 2 3 4 5

42. To what extent do you view communications from your administrator with trust?..... 1 2 3 4 5

43. To what extent do you feel free to talk to your administrator?..... 1 2 3 4 5

44. To what extent do members of your school staff try to be friendly and supportive to your administrator?..... 1 2 3 4 5

45. To what extent do members of your department try to be friendly and supportive to your administrator?..... 1 2 3 4 5

46. To what extent is the communication from the members of your school staff to your administrator accurate?..... 1 2 3 4 5

47. To what extent is the communication from the members of your department to your administrator accurate?..... 1 2 3 4 5

48. To what extent is communication open and candid between your administrator and members of your school staff?..... 1 2 3 4 5

49. To what extent is communication open and candid between your administrator and members of your department?..... 1 2 3 4 5

50. To what extent does your administrator know the problems faced by the members of your school staff?..... 1 2 3 4 5

51. To what extent does your administrator know the problems faced by the members of your department?..... 1 2 3 4 5

52. To what extent do members of your school staff try to be friendly and supportive to one another?.... 1 2 3 4 5

53. To what extent do members of your department try to be friendly and supportive to one another?.... 1 2 3 4 5

54. To what extent is communication open and candid among members of your school staff?..... 1 2 3 4 5

55. To what extent is communication open and candid among members of your department?..... 1 2 3 4 5

56. To what extent do members of your school staff encourage one another to do their best?..... 1 2 3 4 5

57. To what extent do members of your department encourage one another to do their best?..... 1 2 3 4 5

58. When conflicts arise between parties (groups or persons), to what extent are mutually acceptable solutions sought?..... 1 2 3 4 5

59. When solutions are reached, to what extent do the opposing parties accept and implement them?..... 1 2 3 4 5

60. To what extent do the members of your school staff feel responsible for ensuring that educational excellence is achieved?..... 1 2 3 4 5

61. To what extent do the members of your department feel responsible for ensuring that educational excellence is achieved?..... 1 2 3 4 5

62. To what extent do students accept high performance goals in your school?..... 1 2 3 4 5

63. To what extent do students accept high performance goals in your department?..... 1 2 3 4 5

64. To what extent is it worthwhile for you to do your best?..... 1 2 3 4 5

65. To what extent do you look forward to your working day?..... 1 2 3 4 5

66. Overall, to what extent is your work satisfying?..... 1 2 3 4 5

67. All things considered, what are your perceptions of the cohesiveness and morale of the members of your school staff?

_____

_____

_____

_____

_____

68. What do you perceive to be the major benefit(s) of having the Ukrainian bilingual program in your school?

_____

_____

_____

_____

_____

69. What do you perceive to be the main weakness(es) (if any) of having the Ukrainian bilingual program in your school?

_____

_____

_____

_____

_____

_____

70. Given the opportunity, what would you change to improve staff cohesiveness and morale in school?

_____

_____

_____

_____

_____

THANK YOU SO MUCH FOR YOUR TIME. IT'S GREATLY APPRECIATED!

APPENDIX D
INTERVIEW QUESTIONS

INTERVIEW QUESTIONS

1. How long have you been the principal in this school?

2. How long have you been a principal with this system?

3. Have you ever been the administrator of a dual-track or triple-track school before this one? If so, what were the differences, if any?

4. How long has the Ukrainian bilingual program been at this school?

5. What are the benefits of having a Ukrainian bilingual program in your school?

6. What negative features are associated with having a Ukrainian bilingual program in your school?

7. What do you perceive as being the major source of dissatisfaction for the Ukrainian teachers? the French teachers?

8. The study that I am conducting is concerned with school climate, which is a fairly ambiguous term. For the purposes of this study, I will be utilizing the following definition: School climate refers to the teachers' perceptions of the general work environment. Using an analogy one could say that climate is to an organization as personality is to an individual. Some of the factors that influence this climate include: communication, decision making, coordination, influence, goal commitment and emphasis, support, team building, work facilitation, conflict resolution, trust and openness with administrator, peer relationships, educational excellence, encouragement of participation and job performance and satisfaction.
How would you describe the school climate of NAME OF SCHOOL?

9. Which variables of school climate are priorities for you and your staff?

10. How do you perceive the cohesiveness and morale on your entire staff? Are there any specific problems? What are they and what causes them?

11. What role does the support staff play in your school?

APPENDIX E
SCHOOL AND DEPARTMENT PROFILES FOR EACH OF THE SIX SCHOOLS

Table A.1
School and Department Profiles for School #1

Index Component	Item	Ukrainian n=7 M	Ukrainian n=7 SD	School n=8 M	School n=8 SD
CLIMATE					
Decision Making	6	3.7	.76	3.5	.93
	7	3.9	.90	3.8	.89
	8	3.9	1.07	3.5	1.41
	9	2.9	1.35	3.0	1.31
Communication	10	3.9	.90	3.6	1.06
	11	4.3	.76	4.0	1.07
	12	4.1	.69	3.9	.99
Coordination	13	3.3	.76	3.3	.71
	14	3.9	.69	3.8	.71
	15	3.6	1.27	3.7	1.19
	16	4.9	.38	4.5	1.07
Influence	17	4.4	.54	4.1	.99
	18	4.0	.58	3.9	.64
LEADERSHIP					
Support	19	4.9	.38	4.5	1.07
	20	4.5	.55	4.1	1.07
	21	4.2	.41	3.9	.90
Team Building	22	4.0	.63	3.8	.95
	23	4.3	.82	4.0	1.16
	24	3.4	1.27	3.4	1.19
	25	3.9	1.07	3.8	1.04
	26	4.2	.75	3.9	1.07
	27	4.0	1.16	3.8	1.28
	28	3.7	.52	3.6	.54
	29	3.3	1.37	3.3	1.25
Work Facilitation	30	4.7	.82	4.4	.98
	31	4.1	.38	3.9	.84
	32	4.2	.41	4.0	.58
Goal Emphasis	33	4.0	.63	3.9	.69
	34	4.1	.69	4.0	.76
	35	4.3	.76	4.0	1.07
Encouragement of Participation	36	3.9	.75	3.6	.98
	37	3.7	.82	3.4	.98
	38	4.3	.49	4.0	.93

continued...

Table A.1 continued
School and Department Profiles for School #1

Index Component	Item	Ukrainian n=7 M	Ukrainian n=7 SD	School n=8 M	School n=8 SD
Job Performance	39	4.6	.54	4.1	1.36
	40	4.3	.52	4.3	.52
INTERVENING VARIABLES					
Trust in	41	4.4	.79	4.0	1.41
Administrator	42	4.8	.49	4.3	1.39
	43	4.8	.49	4.3	1.39
Openness	44	4.6	.54	4.4	.74
with	45	4.3	.76	4.1	.84
Administrator	46	4.3	.49	4.1	.64
	47	4.0	.82	3.9	.84
	48	4.3	.76	4.0	1.07
	49	4.1	1.07	3.9	1.25
	50	4.0	.63	3.9	.69
	51	3.7	1.03	3.6	.98
Peer	52	4.2	.75	4.1	.69
Relationships	53	4.0	.89	4.0	.82
	54	3.8	1.17	3.9	1.07
	55	3.8	1.47	3.9	1.35
	56	3.6	1.27	3.6	1.19
	57	3.4	1.27	3.5	1.20
Conflict	58	3.7	.82	3.4	.98
Resolution	59	3.8	.75	3.9	.69
END RESULTS					
Educational	60	4.0	.89	4.0	.82
Excellence	61	4.0	.89	4.0	.82
	62	3.5	.55	3.4	.54
	63	3.7	.52	3.6	.54
Job	64	4.6	.54	4.5	.54
Satisfaction	65	4.2	.41	3.9	.90
	66	4.3	.49	4.0	.93

M = mean
SD = standard deviation

Table A.2
School and Department Profiles for School #2

Index Component	Item	Ukrainian n=7 M	Ukrainian n=7 SD	English n=8 M	English n=8 SD	School n=15 M	School n=15 SD
CLIMATE							
Decision Making	6	3.6	.54	3.9	.64	3.7	.59
	7	3.4	.79	3.8	.89	3.6	.83
	8	3.1	.69	3.6	.74	3.4	.74
	9	3.7	.49	3.6	.52	3.7	.49
Communication	10	3.4	.79	3.5	.93	3.5	.83
	11	3.7	1.03	4.2	.89	4.0	.96
	12	2.6	.98	4.2	.71	3.5	1.19
Coordination	13	3.6	.98	3.9	.35	3.7	.70
	14	3.6	1.13	4.4	.52	4.0	.93
	15	3.7	1.25	4.3	.46	4.0	.93
	16	5.0	.00	5.0	.00	5.0	.00
Influence	17	3.9	1.35	4.6	.52	4.3	1.03
	18	3.3	.76	4.0	.54	3.7	.72
LEADERSHIP							
Support	19	3.9	1.07	4.0	.93	3.9	.96
	20	3.4	.54	4.0	.93	3.7	.80
	21	3.6	.54	4.1	.84	3.9	.74
Team Building	22	3.5	1.05	4.1	.84	3.9	.95
	23	3.5	1.05	4.0	.76	3.8	.89
	24	3.3	.76	3.9	.84	3.6	.83
	25	3.9	.38	4.0	.93	3.9	.70
	26	3.6	.98	4.4	.74	4.0	.93
	27	3.4	.98	4.3	.71	3.9	.92
	28	4.0	.63	4.0	.76	4.0	.68
	29	3.8	.41	3.9	.64	3.9	.54
Work Facilitation	30	3.4	1.13	4.0	.93	3.7	1.03
	31	3.4	.54	4.3	.89	3.9	.83
	32	3.7	.76	3.8	.89	3.7	.80
Goal Emphasis	33	3.9	1.35	4.4	.92	4.1	1.13
	34	4.0	1.00	4.6	.74	4.3	.90
	35	3.9	.90	4.5	.76	4.2	.86
Encouragement of Participation	36	3.0	.71	3.9	.90	3.5	.91
	37	2.8	1.10	3.6	.98	3.3	1.06
	38	3.6	.98	4.1	.35	3.9	.74

continued...

Table A.2 continued
School and Department Profiles for School #2

Index Component	Item	Ukrainian n=7 M	Ukrainian n=7 SD	English n=8 M	English n=8 SD	School n=15 M	School n=15 SD
Job Performance	39	3.9	1.07	4.4	.74	4.1	.92
	40	3.7	.76	4.4	.74	4.1	.80
INTERVENING VARIABLES							
Trust in	41	4.0	.89	4.5	.76	4.3	.83
Administrator	42	3.8	1.17	4.5	.76	4.2	.98
	43	3.4	.79	4.4	.74	3.9	.88
Openness	44	3.9	1.07	4.3	.71	4.1	.88
with	45	3.7	.95	4.3	.71	4.0	.85
Administrator	46	3.7	.52	4.1	.64	3.9	.62
	47	3.7	.52	4.1	.64	3.9	.62
	48	3.6	.98	3.8	.84	3.7	.88
	49	3.1	.69	3.8	.71	3.5	.74
	50	3.3	.49	4.0	.93	3.7	.82
	51	3.4	.79	4.3	.89	3.9	.92
Peer	52	3.7	1.11	4.4	.52	4.1	.88
Relationships	53	3.4	.54	4.4	.52	3.9	.70
	54	3.3	.76	3.9	.64	3.6	.74
	55	3.4	.79	4.0	.76	3.7	.80
	56	3.3	.76	3.9	.84	3.6	.83
	57	3.1	.90	4.0	.93	3.6	.99
Conflict	58	3.6	.54	4.1	.84	3.9	.74
Resolution	59	3.4	.79	3.9	.84	3.7	.82
END RESULTS							
Educational	60	4.2	1.17	4.6	.74	4.4	.94
Excellence	61	4.2	1.17	4.6	.74	4.4	.94
	62	3.9	.38	3.8	.71	3.8	.56
	63	3.7	.49	3.7	.52	3.7	.49
Job	64	4.6	.79	4.8	.46	4.7	.62
Satisfaction	65	3.7	1.03	4.4	.74	4.1	.92
	66	3.8	.98	4.5	.76	4.2	.89

M = mean
SD = standard deviation

Table A.3
School and Department Profiles for School #3

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=9 M	English n=9 SD	School n=15 M	School n=15 SD
CLIMATE							
Decision	6	2.8	.50	3.7	.50	3.5	.64
Making	7	2.8	1.10	3.2	1.09	3.1	1.03
	8	2.8	.84	3.1	.78	2.8	.91
	9	3.0	1.00	3.4	1.01	3.1	1.12
Communication	10	2.8	.84	3.6	.88	3.3	.87
	11	3.2	1.10	3.7	.71	3.5	.82
	12	3.0	1.00	3.5	.76	3.3	.82
Coordination	13	3.4	.55	3.2	1.30	3.3	1.07
	14	3.4	.55	3.3	1.17	3.4	.99
	15	3.2	.45	3.3	1.12	3.4	.96
	16	5.0	.00	4.7	.49	4.8	.41
Influence	17	4.0	.82	4.3	.50	4.3	.62
	18	3.5	.58	3.8	.67	3.9	.74
LEADERSHIP							
Support	19	4.0	.82	4.3	.50	4.3	.62
	20	4.3	.50	3.6	.73	3.9	.80
	21	3.8	1.10	3.8	.67	3.6	1.03
Team	22	3.0	.00	2.9	.93	3.2	1.01
Building	23	3.2	.84	2.7	.87	2.9	1.00
	24	3.3	.96	3.3	1.12	3.3	1.11
	25	3.8	.96	3.7	1.00	3.8	.94
	26	3.4	.55	3.3	1.00	3.6	.96
	27	3.4	.55	3.3	1.00	3.8	.96
	28	3.8	.50	3.7	1.23	3.8	1.05
	29	3.5	.58	3.4	1.13	3.4	.99
Work	30	3.3	.50	4.0	1.00	3.7	.98
Facilitation	31	3.5	.58	3.3	1.00	3.3	.91
	32	3.3	.50	3.0	.87	3.0	.76
Goal	33	3.5	.58	3.2	1.09	3.3	.96
Emphasis	34	4.3	.50	3.8	1.09	4.1	.96
	35	3.8	.50	3.8	1.30	3.9	1.06
Encouragement	36	3.3	.96	3.0	1.00	3.1	.96
of	37	3.5	.58	3.1	.93	3.2	.86
Participation	38	4.3	.50	4.4	.73	4.4	.63

continued...

Table A.3 continued

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=9 M	English n=9 SD	School n=15 M	School n=15 SD
Job Performance	39	4.0	.82	4.3	.71	4.3	.72
	40	4.3	.58	4.1	.93	4.3	.83
INTERVENING VARIABLES							
Trust in	41	4.0	.82	4.2	.83	4.3	.80
Administrator	42	4.0	.82	4.2	.67	4.1	.74
	43	4.0	.82	4.0	.87	4.0	.85
Openness	44	3.8	.96	4.3	.46	4.1	.73
with	45	4.0	.82	4.3	.50	4.2	.68
Administrator	46	3.5	.58	3.7	.87	3.7	.82
	47	3.3	.50	3.7	.87	3.6	.83
	48	3.8	.96	3.8	.83	3.7	.80
	49	3.5	.58	3.8	.83	3.6	.83
	50	3.8	.50	3.8	.67	3.7	.59
	51	4.0	.82	3.6	.73	3.6	.83
Peer	52	3.5	.58	3.6	.88	3.6	.83
Relationships	53	3.3	.50	3.8	.44	3.7	.62
	54	3.0	.82	3.7	1.00	3.6	.99
	55	2.8	.50	3.6	.88	3.4	.91
	56	3.3	.96	3.3	.71	3.5	.83
	57	3.0	.82	3.7	.71	3.5	.83
Conflict	58	2.8	.50	3.4	1.01	3.3	.98
Resolution	59	3.0	.00	3.6	.88	3.3	.72
END RESULTS							
Educational	60	4.0	.00	4.4	.73	4.3	.62
Excellence	61	3.3	.50	4.2	.67	3.9	.92
	62	3.0	.82	3.4	.88	3.3	.98
	63	3.8	.50	3.3	.71	3.5	.83
Job	64	4.3	.96	4.6	.88	4.5	.83
Satisfaction	65	4.0	.82	4.0	.87	3.9	.80
	66	4.3	.50	4.1	.78	4.1	.70

M = mean
SD = standard deviation

Table A.4
School and Department Profiles for School #4

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=6 M	English n=6 SD	School n=10 M	School n=10 SD
CLIMATE							
Decision Making	6	2.8	.50	3.3	1.21	3.1	.99
	7	2.0	.82	3.5	.84	2.9	1.10
	8	2.0	.82	2.8	1.17	2.5	1.08
	9	2.0	1.41	3.0	1.10	2.6	1.27
Communication	10	2.3	.96	2.7	1.21	2.5	1.08
	11	3.0	.00	3.7	1.03	3.4	.84
	12	2.8	.96	3.7	1.03	3.3	1.06
Coordination	13	2.5	1.29	3.0	1.67	2.8	1.48
	14	2.5	1.29	3.0	1.27	2.8	1.23
	15	3.3	.96	3.2	1.47	3.2	1.23
	16	2.8	.96	3.8	1.30	3.3	1.23
Influence	17	4.3	.96	4.5	.55	4.4	.70
	18	3.0	1.41	3.3	.51	3.2	1.40
LEADERSHIP							
Support	19	3.5	1.00	4.2	1.33	3.9	1.20
	20	3.0	1.00	4.2	1.33	3.8	1.30
	21	2.5	1.00	3.8	1.60	3.3	1.49
Team Building	22	2.3	.50	3.5	1.05	3.0	1.05
	23	2.3	1.26	4.0	.89	3.3	1.34
	24	2.5	.58	3.3	1.51	3.0	1.25
	25	3.8	.50	3.8	1.67	3.8	.92
	26	2.5	1.29	4.0	1.55	3.4	1.58
	27	2.8	.96	3.7	1.51	3.3	1.34
	28	2.3	.96	3.5	1.05	3.0	1.56
	29	3.0	1.41	3.5	1.38	3.3	1.34
Work Facilitation	30	3.8	.50	3.8	1.60	3.8	1.23
	31	3.3	.50	4.2	1.60	3.8	1.32
	32	3.3	.50	3.3	1.51	3.3	1.16
Goal Emphasis	33	3.0	.82	3.7	1.37	3.4	1.17
	34	3.8	.96	4.0	1.10	3.9	.99
	35	3.0	1.16	4.0	1.10	3.6	1.17
Encouragement of Participation	36	2.5	1.73	3.2	1.47	2.9	1.52
	37	2.3	1.26	3.3	1.37	2.9	1.37
	38	2.3	1.26	3.8	.98	3.2	1.32

continued...

Table A.4 continued

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=6 M	English n=6 SD	School n=10 M	School n=10 SD
Job Performance	39	3.0	1.41	3.8	1.17	3.5	1.27
	40	3.3	.96	3.7	1.21	3.5	1.08
INTERVENING VARIABLES							
Trust in	41	3.0	1.41	3.7	1.51	3.4	1.43
Administrator	42	3.0	1.41	3.8	1.60	3.5	1.51
	43	3.8	.50	3.5	1.64	3.6	1.27
Openness	44	3.3	.96	3.5	1.05	4.3	.97
with	45	3.0	1.41	3.5	1.05	3.3	1.16
Administrator	46	3.3	.50	3.7	1.03	3.5	.85
	47	3.3	.50	3.7	1.03	3.5	.85
	48	2.0	1.16	2.8	1.47	2.5	1.35
	49	2.3	1.50	2.8	1.47	2.6	1.43
	50	2.3	1.26	3.3	1.51	2.9	1.45
	51	2.3	1.26	3.2	1.47	2.8	1.40
Peer	52	2.0	.82	4.0	.63	3.2	1.23
Relationships	53	2.5	.58	4.3	.82	3.6	1.17
	54	2.8	.50	3.2	1.72	3.0	1.33
	55	2.5	.58	3.8	1.60	3.3	1.42
	56	1.5	.58	3.8	.98	2.9	1.45
	57	2.0	.82	3.8	1.17	3.1	1.37
Conflict	58	2.3	.96	3.3	1.03	2.9	1.10
Resolution	59	2.0	.82	3.3	1.03	2.8	1.34
END RESULTS							
Educational	60	3.8	.50	4.2	.41	4.0	.47
Excellence	61	4.0	.82	4.3	.52	4.2	.63
	62	3.8	.50	3.7	.82	3.7	.68
	63	4.3	.50	3.7	.82	3.9	.74
Job	64	3.0	1.16	4.5	.84	3.9	1.20
Satisfaction	65	3.0	.82	4.5	.55	3.9	.99
	66	3.3	.96	4.7	.52	4.1	.99

M = mean
SD = standard deviation

Table A.5
School and Department Profiles for School #5

Index Component	Item	Ukrainian n=5 M	Ukrainian n=5 SD	English n=5 M	English n=5 SD	French n=5 M	French n=5 SD	School n=18 M	School n=18 SD
CLIMATE									
Decision Making	6	3.2	1.30	4.2	.84	3.8	.84	3.8	.94
	7	3.4	1.52	4.2	.84	3.8	.84	3.8	1.00
	8	3.0	1.23	3.4	1.34	3.2	.84	3.3	1.02
	9	3.4	1.52	3.4	1.52	3.2	.84	3.6	1.29
Communication	10	2.4	.89	3.4	.89	3.8	.84	3.4	1.10
	11	3.6	.55	4.4	.55	4.2	.45	4.2	.62
	12	3.6	.89	4.4	.55	4.0	.00	4.1	.68
Coordination	13	3.2	1.64	3.8	.45	3.8	.84	3.7	1.02
	14	4.6	.89	4.4	.55	4.4	.55	4.5	.62
	15	4.6	.55	4.2	.45	4.5	.58	4.5	.51
	16	4.5	1.00	4.8	.50	5.0	.00	4.8	.58
Influence	17	4.8	.45	4.6	.55	4.2	.45	4.6	.50
	18	4.8	.45	4.4	.55	4.0	1.00	4.4	.71
LEADERSHIP									
Support	19	4.8	.45	5.0	.00	4.4	.55	4.8	.43
	20	4.8	.45	5.0	.00	4.4	.89	4.8	.55
	21	4.8	.45	4.8	.45	4.0	.71	4.6	.62
Team Building	22	4.8	.45	4.8	.45	4.6	.55	4.8	.43
	23	4.8	.45	4.6	.55	4.5	.58	4.7	.47
	24	4.2	1.10	4.0	.71	3.6	.55	4.0	.84
	25	4.4	.89	4.0	.71	3.6	.55	4.2	.79
	26	4.6	.55	4.8	.45	4.6	.55	4.7	.48
	27	4.6	.55	4.8	.45	4.4	.55	4.6	.50
	28	4.6	.55	4.4	.55	4.4	.55	4.5	.51
	29	4.8	.45	4.4	.55	4.0	.71	4.4	.62
Work Facilitation	30	4.4	.55	4.8	.45	4.4	.55	4.6	.51
	31	4.2	.84	4.4	.89	3.8	.45	4.3	.75
	32	4.2	.84	4.6	.55	3.8	.45	4.3	.69
Goal Emphasis	33	4.4	.89	4.4	.55	4.4	.55	4.4	.62
	34	4.8	.45	4.8	.45	4.6	.55	4.8	.43
	35	4.6	.89	4.6	.55	4.4	.55	4.6	.62
Encouragement of Participation	36	3.8	.84	3.8	1.10	3.8	.84	3.8	1.11
	37	3.6	1.52	4.0	1.23	3.6	1.14	3.8	1.20
	38	3.6	1.14	4.2	.84	4.2	.45	4.2	.86

continued...

Table A.5 continued

Index Component	Item	Ukrainian n=5 M	Ukrainian n=5 SD	English n=5 M	English n=5 SD	French n=5 M	French n=5 SD	School n=18 M	School n=18 SD
Job Performance	39	4.4	.55	4.4	.55	4.4	.55	4.4	.51
	40	4.2	.84	4.6	.55	4.3	.50	4.7	.62
INTERVENING VARIABLES									
Trust in	41	4.0	.71	4.8	.45	4.2	.45	4.4	.62
Administrator	42	4.4	.89	5.0	.00	4.2	.45	4.6	.61
	43	4.6	.89	4.4	.55	4.2	.84	4.5	.71
Openness	44	4.4	.55	4.8	.45	4.6	.55	4.6	.50
with	45	4.6	.55	4.8	.45	4.4	.55	4.7	.49
Administrator	46	4.4	.55	4.4	.55	4.0	.00	4.3	.49
	47	4.4	.55	4.4	.55	4.0	.00	4.4	.50
	48	3.6	1.67	4.2	.45	4.4	.55	4.2	.99
	49	4.2	.84	4.2	.45	4.4	.55	4.4	.61
	50	4.2	.84	4.4	.55	4.0	.00	4.3	.58
	51	4.2	.84	4.6	.55	4.0	.00	4.4	.61
Peer	52	4.4	.55	4.6	.55	4.6	.55	4.6	.50
Relationships	53	4.8	.45	4.6	.55	4.6	.55	4.7	.46
	54	4.0	.71	4.4	.55	4.4	.55	4.4	.61
	55	4.4	.89	4.4	.55	4.4	.55	4.5	.62
	56	4.2	.84	4.2	.84	4.0	.00	4.2	.65
	57	4.6	.89	4.2	.84	4.2	.45	4.4	.71
Conflict	58	3.6	1.52	4.4	.55	4.2	.45	4.2	.94
Resolution	59	3.4	1.52	4.0	.71	4.0	.00	3.9	.94
END RESULTS									
Educational	60	5.0	.00	4.6	.55	4.4	.55	4.7	.49
Excellence	61	4.6	.89	4.6	.55	4.4	.55	4.6	.62
	62	4.4	.55	4.2	.45	3.6	.55	4.2	.62
	63	4.4	.89	4.2	.45	3.8	.45	4.2	.62
Job	64	4.8	.45	4.6	.55	4.4	.89	4.6	.61
Satisfaction	65	4.8	.45	4.2	.45	4.6	.55	4.6	.51
	66	4.8	.45	4.2	.45	4.6	.55	4.6	.51

M = mean
SD = standard deviation

Table A.6
School and Department Profiles for School #6

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=4 M	English n=4 SD	French n=6 M	French n=6 SD	School n=17 M	School n=17 SD
CLIMATE									
Decision Making	6	4.0	.82	4.0	1.41	3.3	.52	3.9	.93
	7	3.8	1.26	3.8	1.50	3.2	.75	3.6	1.06
	8	3.5	.58	2.3	1.50	3.3	1.21	3.4	1.27
	9	4.5	.58	3.5	1.29	2.8	1.17	3.7	1.21
Communication	10	2.8	.50	3.8	.50	3.0	.89	3.2	.75
	11	3.8	.50	4.0	1.41	3.7	1.03	3.9	.93
	12	3.8	.50	3.8	1.89	3.5	1.05	3.8	1.09
Coordination	13	3.3	.50	3.3	.96	2.5	.84	3.0	.79
	14	3.5	.58	3.8	.96	2.8	.98	3.4	.94
	15	4.8	.50	4.0	1.41	3.0	.63	3.8	1.02
	16	5.0	.00	4.3	1.50	4.6	.55	4.7	.79
Influence	17	4.8	.50	4.0	1.41	4.2	.75	4.3	.85
	18	4.8	.50	4.0	.82	3.8	.98	4.2	.81
LEADERSHIP									
Support	19	4.8	.50	4.3	.96	4.5	.55	4.5	.62
	20	4.8	.50	4.3	1.50	4.3	.82	4.5	.87
	21	4.8	.50	3.8	1.50	4.2	.98	4.3	1.00
Team Building	22	4.0	.82	3.5	1.29	3.7	1.03	3.8	.93
	23	4.3	.96	3.8	1.50	3.5	1.05	3.8	1.05
	24	4.3	.96	3.5	1.00	3.2	.41	3.6	.81
	25	5.0	.00	3.3	1.26	3.2	.75	3.8	1.07
	26	4.3	.50	4.0	.82	3.2	1.17	3.8	.93
	27	4.8	.50	4.0	.82	3.0	1.10	3.8	1.05
	28	4.3	.96	3.5	1.29	3.3	.82	3.6	.96
	29	4.8	.50	3.7	1.53	3.2	.75	3.8	1.01
Work Facilitation	30	5.0	.00	4.5	1.00	4.2	.75	4.5	.73
	31	4.5	.58	4.0	2.00	4.0	.89	4.1	1.15
	32	4.0	.82	3.8	1.89	4.3	.82	4.1	1.12
Goal Emphasis	33	4.0	1.16	3.5	1.73	4.0	.89	3.9	1.15
	34	4.3	.96	4.3	.96	4.0	.89	4.2	.83
	35	4.3	.96	4.5	1.00	4.2	.75	4.3	.79
Encouragement of Participation	36	3.8	.96	2.3	.96	3.5	1.05	3.5	1.18
	37	4.3	.96	2.5	1.29	3.5	1.05	3.6	1.18
	38	3.8	.96	2.5	1.29	3.8	.84	3.4	1.09

continued...

Table A.6 continued

Index Component	Item	Ukrainian n=4 M	Ukrainian n=4 SD	English n=4 M	English n=4 SD	French n=6 M	French n=6 SD	School n=17 M	School n=17 SD
Job Performance	39	4.5	.58	4.5	1.00	4.2	.84	4.4	.73
	40	4.0	.82	4.3	1.50	4.4	.55	4.3	.87
INTERVENING VARIABLES									
Trust in	41	4.8	.50	4.5	1.00	4.4	.55	4.6	.63
Administrator	42	4.8	.50	4.8	.50	4.4	.55	4.6	.50
	43	4.8	.50	4.3	1.50	4.2	.45	4.4	.81
Openness	44	3.8	.50	3.5	1.29	4.4	.55	4.0	.82
with	45	4.5	.58	3.5	1.29	4.3	.50	4.1	.83
Administrator	46	4.5	.58	4.0	1.41	4.0	1.00	4.2	.91
	47	5.0	.00	4.0	1.41	4.0	1.16	4.3	.98
	48	4.8	.50	3.8	1.26	4.0	1.00	4.2	.91
	49	4.8	.50	3.5	1.00	3.8	1.10	4.1	.93
	50	4.5	.58	3.8	1.26	3.8	1.10	4.1	.93
	51	4.5	1.00	3.8	.50	3.7	1.03	4.0	.87
Peer	52	4.3	.50	3.8	1.50	3.8	.75	3.9	.83
Relationships	53	4.8	.50	3.3	2.06	3.7	.82	3.9	1.17
	54	4.0	1.16	3.3	2.06	3.7	.82	3.7	1.16
	55	5.0	.00	4.0	2.00	3.3	1.03	4.0	1.23
	56	4.3	.50	3.5	1.29	3.7	.82	3.8	.88
	57	4.8	.50	4.0	2.00	3.3	1.03	4.0	1.23
Conflict	58	4.0	.82	2.8	2.06	3.5	.84	3.5	1.23
Resolution	59	3.8	.50	3.0	1.41	3.2	.41	3.4	.87
END RESULTS									
Educational	60	4.8	.50	4.0	.82	4.0	.89	4.2	.75
Excellence	61	4.8	.50	4.5	.58	4.2	.75	4.4	.62
	62	4.8	.50	4.3	.50	3.8	.98	4.2	.73
	63	4.8	.50	4.0	.00	4.0	.89	4.2	.66
Job	64	4.8	.50	5.0	.00	4.2	.75	4.6	.62
Satisfaction	65	4.8	.50	4.8	.50	3.8	1.17	4.4	.87
	66	4.8	.50	5.0	.00	4.0	.89	4.5	.72

M = mean
SD = standard deviation